CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Elementary and Bilingual Education

Course Outline - EDELM 315

Introduction to Elementary Classroom Teaching

1991-92 School Year

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OBJECTIVES

By the end of the course, you will:

1. Determine whether or not to prepare for a teaching career in the elementary school.
2. Become acquainted with the elementary school of the 1990's. 60 hrs.
3. Become informed about the role of the contemporary elementary school teacher.
4. Recognize the planning, organization, learning styles and teaching strategies that affect the teaching learning process of children. the teaching / learning process
5. Become informed about the application procedure and the criteria for admission to the Multiple Subject Credential Program.

TEXT

Test: tell me the teaching / learning process?

Armstrong, Henson and Savage. Education An Introduction Macmillan Publishing Company, 1989.

BASIS FOR DETERMINING COURSE GRADE (CREDIT OR NOT CREDIT) (80% required for credit)

25% Evaluation from classroom teacher to whom you are assigned in the field

25% Field Experience Project - notebook w/ specific things -

50% Class attendance, class participation (text), and class assignments/examinations

FIELD EXPERIENCE REQUIREMENT

You will be assigned to a public elementary school classroom as an aide. You will participate in this field experience assignment for four hours per week (60 hours for the semester).

You will develop a project based on your field experience. This project is to be divided into the four sections and subsections listed on the following page. Due date:_______________.

letter & evaluation - Find school

ED ELM 315

EXPECTATIONS AND OUTLINE

1. Attendance

Classroom attendance is critical, role will be taken each class session. 60 hours of classroom observation is required for credit. (validated by your field supervisor)

2. Projects/Requirements

- individual or group presentation on a teaching technique, management approach, educational research or approved topic (5-10 minutes with written backup)
- attendance at a special field assignment, validated by written summary. Examples: Open House, parent conferences, field trips, P.T.O. or School Board meeting.
- fieldwork journal (see attached outline) Project is due in class before the final exam.
- written log and hours for each day at the school site. (see attached format)
- written evaluation by field supervisor (form attached)
- outline of the Influence of History on American Education and develop an assessment tool.
- reading/homework.

3. Examinations

- midterm on your knowledge of the teaching/learning process.
- final on overall course, text and class presentations.

4. Fieldwork Log

* Weekly written record of hours per week, days' activities, your role, class management and your reactions.
* Fieldwork log must be completed after each field visit and turned in the dates listed: Feb. 24, March 16, April 6, April 27.

ED ELM 315 COURSE OUTLINE

Theme - The Teaching/Learning Process

Text - Chapter 11 Effective Teaching Practices – read
Chapter 12 Classroom Management and Discipline
Chapter 16 The Exceptional Learner
. Pre/during/post instruction, Teaching Strategies/Interventions
. Principles of Learning, Four Classes of Instruction, Proactive Management
*. Philosophy of Education Ch. 10

Theme - The Influence of History on Education

Text - Chapter 2 Mediterranean and European Roots
Chapter 3 History of American Education

Theme - What Is Taught In Schools And Why? Curriculum

Text - Chapter 7 Effective Schools
. Trends in Education
. State Quality Criteria, Teacher evaluation
*. (Technology Ch. 6) *(Recommendations for Reform Ch. 8)
*. (Organize Curriculum Ch. 5) *(Ex Curricular Ch. 18)
*. Who Controls Ch. 4

Theme - Why Choose to Teach? Is Teaching For Me?

Text - Chapter 9 Reasons for Teaching
. Requirements for Student Teaching, Career Lader
. Interview Process, Salary Scales
*. (NEA/AFT Ch. 14), *(Age Level Advantages Ch. 19)
*. (Career - Language Development and Hidden Curriculum Ch. 20)

Theme - What Are Students Like and What Are Their Rights?

Text - Chapter 15 Learner Characteristics
Chapter 17 Learner Rights and Responsibilities
. "At Risk" Students, Special Education
. Learning Styles

Theme - Non Instructional Aspects of the Teaching Role
Text - Chapter 13 Legal Concerns for Teachers
. Facts About Education, Child Abuse
. Liability, Tenure, Teacher Behavior, Teacher's Rights, Academic Freedom, Use of Force

* reference only

2-10

TEACHING/LEARNING PROCESS

Decisions In Teaching

Pre-Instruction - (Planning/Content Analysis)

Where to start?

"A Well Planned Lesson is 9/10 Delivered"

Review Content - Select an objective at the appropriate level of:

1. Difficulty - Where old learning leaves off and the new begins
2. Complexity - Challenging their thinking (Bloom Taxonomy)

Level of Difficulty (1)

- The best process is called Task Analysis.
  - Steps in Task Analysis

Brainstorm
Eliminate
Sequence
Diagnose

- * Brainstorming Alternatives - What all will they need to to, know, other ideas?
- * Eliminate Quantity - Get rid of what does not belong or isn't essential.
- * Sequencing - What is the order in which you will teach the material?
- * Diagnosis - Informal (quickly survey) or formal (record pretest results)

Level of Complexity

Where students are challenged without being frustrated. Best approach Bloom's Taxonomy or (levels of learning)

Knowledge
Comprehens
Applicat
Analysis
Synth
Eval

- * Knowledge - recalling, memorize, locate information
- * Comprehension - translate, give examples
- C * Application - using the skill
- * Analysis - looking at the whole and then breaking apart and comparing
- * Synthesis - designing something new
- * Evaluation - making decisions and supporting facts

Other Pre-Instruction Considerations

- Use the text or sources but adapt your material to the class and lesson - TEACH YOURSELF - SOURCE OF INFO.

- Integrated Thinking - practice both sides of the brain, model when you can (see diagram on modeling)

  RIGHT BRAIN ASSIST ⇒ VISUAL

- Interests - Try to match material with the interest of the learners whenever possible.
  ASK QUESTIONS (QUESTIONAIRE)

- Pacing - effective learning takes place when teachers move at a brisk pace and learners enjoy a high degree of success.
  - HOW FAST

- Modalities - How students learn best - visual, kinesthetic, tactile, and auditory.
  P.E
  HANDS ON
  LECTURE

- Grouping - Composition and size of the group
  WHOLE GROUP INSTRUCTION

Terms

Objective - What the learner will be able to do at the end of the instruction.

Congruant - Teacher keeps the lesson and the learners focused toward the objectives (on task).

Student Behavior - HOW - What do I want them to learn and how will they show me they have learned?

Content - WHAT is being studied?

Teacher Behavior - What will you do to make learning more probable? How will you evaluate or assess?

Integration - To utilize several subject areas to teach a concept or idea (math, language and social science)

Thematic - To connect ideas with a key theme (season, color)

Transfer - Draw on post learning to show why information is important in the real world.

Metacognition - "Thinking about your thinking", helpful during post instruction.

Raw DATA

TAXONOMY QUESTIONS

KNOWLEDGE- recalling information	COMPREHENSION- understanding meaning	APPLICATION- using learning in new situation
ere did	* Tell me in your own words	What would happen to you if . . . .
What was.	What does it mean	Would you have done the same as . . . .
Who (was) were. . . .	Give me an example of.	If you were there would you. . . . . . .
When did.	Describe what .	How would you solve this problem in your own life?
Name the.	Illustrate the part of the story that.	In the library, find info. about
How many.	What does the word ______ mean	
Locate in the story where it.	Make a map of.	
Point to the.		
List the.		

HIGHER LEVELS

ANALYSIS- ability to see parts and relationships	SYNTHESIS- parts of info. to create original whole	EVALUATION- judgment based on criteria
What things would you have used	What would it be like if	Would you recommend this book to your friend? Why/why not?
What other ways could.	What would it be like to live. . .	Select the best . . . Why is it best?
W things are similar/ fferent.	Design a . . .	What do you think will happen to . Why do you think that?
What part of this story (etc.) was most exciting, funny, sad?	Did anything happen to you like	Could this story really have happened? Why/why not?
What things couldn't have happened in real life?	Pretend you are.	Which person in the story would you most like to meet? Why/why not?
What kind of person is . . .	Tell (write) a different ending.	Was ________ good or bad? Why? . .
What caused ________ to act the way ________ did?	What would have happened if. . .	
What is the main idea of the story?	Use your imagination to draw a picture of	
What was the message the author was trying to give us?	Add a new thing on your own that was not in the story.	
Outline		

→ "QUESTIONS RAISE THE LEVEL OF LEARNING"

APPLYING BLOOM'S TAXONOMY as it applies to Goldilocks and the three bears!

KNOWLEDGE...........Recall the items used by Goldi in the three bear's house.

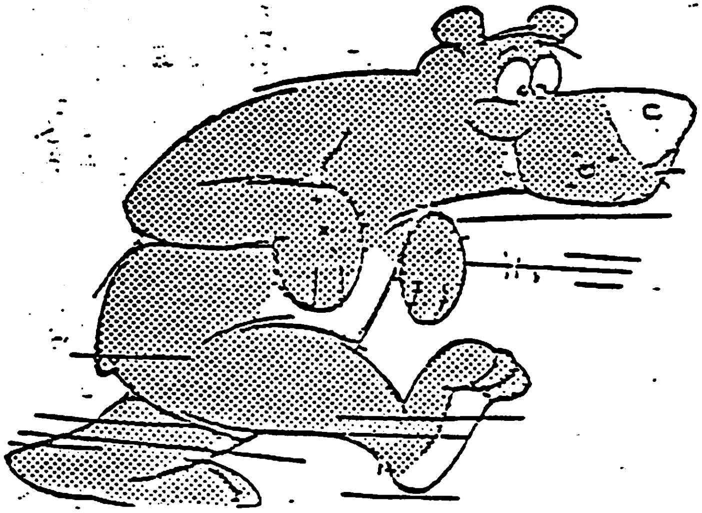
COMPREHENSION.......Explain why Goldilocks liked Baby Bear's Chair best?

APPLICATION.........Demonstrate what Goldilocks would use if she came into your house!

ANALYSIS:...........Compare the story to reality. What incidents could not have happened?*

SYNTHESIS:..........Propose how the story would be different if it were "Goldilocks and the Three Fishes"!!

EVALUATION:.........Judge whether Goldilocks was bad or good, and be prepared to defend your opinion.



Decisions in Teaching

Content Analysis

PRE INSTRUCTION

Selecting an Objective at the Correct Level of Difficulty/Complexity

- Determining where old learning leaves off and new learning can begin.
- Task Analysis is a tool that can be used to develop and sequence the learnings essential to the student's accomplishment of the objective. The steps in Task Analysis are: 1) selecting an objective; 2) brainstorming alternatives; 3) impeaching the nonessential; 4) sequencing (image the process); 5) matching learning with a behavior.
- Bloom's Taxonomy 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, 6) evaluation
- Pacing and Grouping
- Modalities (visual, kinesthetic, tactile, auditory)
  L - Temporal Sequential R - Visual Spatial

DURING INSTRUCTION

TEACHING TO AN OBJECTIVE

- An objective defines what the learner will be able to do at the end of the instruction
- Teaching to an objective implies that if the teacher keeps teacher and learner behavior directed toward an identified goal, achieving that goal is more efficient in terms of time and effort. (congruant)
- The teacher elicits overt responses, checks, interprets, and acts on the interpretation.
- Specific teacher behaviors may include: asking questions, observing, telling, prompting, cueing, demonstrating, explaining, and rephrasing.

POST INSTRUCTION

(Evaluation)

- Practice
- Move On
- Reteach
- Abandon

- Active Participation - The continued involvement of all the learners throughout the lesson.
- Modeling - Thinking through the process - providing the perfect example. Aids the right hemisphere of the brain (thinking out loud).
- Closure - Summary done by the students - The learners telling themselves what they learned. Needs to be meaningful, relevant, and have active participation.
- Anticipatory Set - Focusing the students. Needs to be meaningful, relevant, and have active participation.
- Retention
  1. Meaning
  2. Feeling Tone
  3. Positive Transfer - similarity, association, critical attribute(s)
  4. Adequate degree of original learning
  5. Practice
     - A. Guided Practice - Student practices with close teacher monitoring to catch student mistakes before independent practice.
     - B. Massed Practice - Short, intense practice periods which occur very often after new learning. Aids retention.
     - C. Independent Practice - Without the supervision of the teacher - 95% success factor. One more time makes for long remembering.
     - D. Distributive Practice - Intense practice periods occurring randomly as needed to maintain learning.

Lesson Design

TOOL

Readiness
- Standards/Anticipatory Set
- Objective/Learning

Information
- Input
- Modeling/Examples

Assessment
- Checking For Understanding
- Guided Practice
- Closure
- Independent Practice

teacher behavior ≥ student behavior

APPROPRIATE USE OF PRINCIPLES OF LEARNING

REINFORCEMENT THEORY

- Positive (+) anything needed or desired by the learner. Behavior followed immediately by a positive reinforcer is strengthened.
- Negative (-) anything not needed or desired by the learner. A negative reinforcer surpresses the behavior it follows. Must be followed by identifying appropriate behavior so positive reinforcers can be used.
- Extinction - Ignoring - The absence of any reinforcement.
- Schedule: Regular - reinforcing the desired behavior each time it occurs.

  Intermittent - stretching the reinforcement over a period of time - not reinforcing on a regular basis.

  Occasional - maintains the behavior.

MOTIVATION THEORY

- Concern - Learners are motivated to do what they're concerned about. There is little or no motivation with low concern. Students may not be able to focus on a task if there is too much concern.
- Feeling Tone - Increases productivity - Pleasant - Unpleasant - Neutral.
- Interest - Novel, self, vivid, adds meaning to the lesson
- Success - Keeping a task at the appropriate level of difficulty so learner can succeed. A deliberate monitoring strategy of the teacher.
- Knowledge of Results - Specific feedback on how well the student is doing or what can be done to improve. Should be as immediate as possible.
- Intrinsic - Motivators from within.
- Extrinsic - Motivators not related to the learning itself. (Rewards such as points, stars, grades, etc.) → MANAGEMENT SKILLS

CHAPT. 11
CHAPT 12
PHILOSOPHY OF EDUCATION

LESSON PLAN — TEACHER/LEARNING PROCESS

When pre-instruction planning reveals that the selected objective is appropriate, the teacher moves on to planning the lesson.

II. Lesson Plan -

a. Standards/Anticipatory Set: introduce learners to subject, tools needed, focus and engage learners interest and predispose them to want to learn the material, attempt to build on curiosity (introduce something novel/unusual), learners need to understand relevance of material, links new learning to old learning

b. Objective/Learning: clearly defined learning objective (what they should be able to do after mastered content), teach to objective (keep behavior directed, more efficient time and effort), give directions explanations ask questions conduct activities and respond to learners in ways relevant to learning task.

c. Input/Modeling/Examples: systematic presentation, one objective at a time adjusting as necessary, maintain smooth continuous developmental flow avoid too much time on tasks unrelated to central point. Modeling - teachers serve as personal models show enthusiasm and interest, critical thinking process by thinking out loud, Product models as examples of kind of work learners will be requested to produce

d. Checking for understanding - Monitoring throughout lesson, elicit overt responses interpret response and act on interpretation. Pacing decisions (too slow too fast). Specific behavior asking questions observing telling prompting cueing demonstrating explaining and rephrasing. Wait time results in increased appropriateness of response increased confidence of response and increased variety and cognitive level of thinking.

e. Guided practice: Occurs following direction to begin work in class on task related to lesson, close teacher monitoring to catch student mistakes or misunderstanding before independent practice begins, cannot be performed successfully by learners who have failed to master basic required knowledge and skill

f. Closure: Students identify what session's learning was -- meaningful, relevant and active participation, students know and understanding what the learning was

g. Independent practice: less teacher supervision (homework or in-class assignment) related to lesson, step to long-term memory

III. Post-instruction - evaluation of learning, results can be to practice lesson, move on to next subject, reteach the lesson or abandon the lesson altogether.

Make a decision, selecting one of the following alternatives:

* Continue to practice the skills.
* Move on.
* Completely reteach the lesson.
* Abandon the lesson totally.

6

ADVANCED ORGANIZER, CHAPTER II

Education and Introduction

Active Teaching - plus - productive use of time - plus - high teacher expectations - plus - good questioning - equal = effective teaching

(* be able to discuss each area listed above)

Have a working knowledge of the terms below:

1 Academic Learning Time = BEGIN - END
Advanced Organizer LESSON OBJECTIVES SPELLED OUT — OUTLINE/TERMS
2 Paralanguage - NON-VERBAL CUES - eg. MATH w/ RELUCTANT TEACHER
Allocated Time — SCHEDULING - SET TIME FOR TASK -
3 Engaged Time — BEGINNING - END - PERIOD
Guided Practice
4 Wait Time TIME BETWEEN QUESTION & RESPONSE → (INITIAL MOTIVATION SET)
Motivation → SUCCESS → BEG/MIDDLE/END
5 Non Verbal Communication - BODY LANGUAGE
Elements of Lesson Presentation - STIMULATING/MAINTAINING INTEREST / SYSTEMATIC PRESENTATION
6 "Thinking Out Loud" - BRINGING PROBLEM OUT LOUD
Decision-making Process SEE IF STUDENTS ARE GETTING IT - CHANGE DIRECTIONS - ADJUST
7 Instructional Objective - CLEARLY DEFINED TASK - WHAT YOU'RE GOING TO TEACH
Positive Classroom Atmosphere
8 Modeling Strategies SELF MODELED - ENTHUSIASM - ABOUT MODELLING FOR — PRE COMPLETED PROJECT
Marker Expressions \ MOST SEE CORRECT WAY
9 Instruction — TEACHING - AFFECT LEARNERS
Task Analysis — WHAT TO TEACH — TECHNIQUES learning → WHAT DO THEY NEED TO KNOW. BEGINNING POINT.
Check for Understanding
Independent Practice — PRACTICE = HOMEWORK
Lower and Higher Level Questions LOW THOUGH - SPECIFIC QUESTION
— HIGHER REQUIRE INTEGRATE/SYNTHESIZE

ASK QUESTION -

REPEAT/QUIZ

teaching a constant stream of professional decisions made before, during & after interaction w/ the students; decisions which, when implemented, increase the probability of learning

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CHAPTER 12

Assignment

- Use space management ideas in chapter 12 and redesign or design a room for effective management.

Pre-Organizer

Space Management

Time Management

Routines and Procedures

Types of Power

Basic Principles

Dead Time

Transitions

Expert Power

Referent Power

Legitimate Power

Reward Power

Coercive Power

Proximity Power

In-class Isolation

Classroom Management

3/16

PERFECT LESSON

1. Review (transfer)

new / old — [large numbers]

choral response (technique)

L.P. 9 times delivered

2. Presentation of Information

purpose

- goals clear to the learners.
- model understanding
demonstration
why is it important — reason for learning

[check for understanding
guided practice

3. [Check for Understanding
Guided Practice

- pause / allow students to respond.
- paper / slate / raise ~~hands~~
- different approaches

Think / pair / share

4. Feedback and Correctives

- PRECISE FEEDBACK
- know how well they're doing / where they stand
good or re do lesson

5. Practice (independent)

PRACTICE — CONGRUENT w/ OBJECTIVE

HOW CLOSELY DOES INDEPENDENT PRACTICE MATCH OBJECTIVE —

OUT LOUD NUMBER = OUT LOUD PRACTICE.

6. Weekly and Monthly Review

TONY LESSARD'S IDEA

1 DAY

1 WEEK

1 MONTH

4 MONTHS

A place called school
John Goodlad

Time-on-task

3/16

PRO-ACTIVE MANAGEMENT

reverse school day
& school year

1. Clear Rules & routines

anticipate = advance — that cuts into learning.

passing out papers / filing in & out of class

2. Independent Learners — in charge of own behaviors — e.g. help me flag vs waving hands

3. Effective Use of Praise — positive reinforcement.

4. Clear Direction —

clarity = cuts down on discipline problems w/ transition

visual / verbal instruction → feedback / repeat

3 steps or more put it in writing

5. Eliminate Dead Time

anticipate... warmup activity — so that teacher can do administrative stuff.

— learning center activity after done w/ lesson

6. Active Participation

involved w/ lesson / doing something

7. Momentum and Pacing

ability to sit & listen - e.g. 7-year-old 7-minutes → stretch or discuss w/ peers.

8. Constant Monitoring

MBWA - management by walking around

— presence promotes effective learning

9. Routine Established

1/4 teacher talk.
1/4 whole group
1/4 small groups (3/4)
1/4 individual/alone

Educational Leadership 47 (Dec. 1989-Jan. 1990) 12-15

SPENCER KAGAN

The Structural Approach to Cooperative Learning

Teachers who are well versed in a variety of team structures can create skillful lessons that engage and enlighten their students.

The structural approach to cooperative learning is based on the creation, analysis, and systematic application of *structures*, or content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, with proscribed behavior at each step. An important cornerstone of the approach is the distinction between "structures" and "activities."

To illustrate, teachers can design many excellent cooperative *activities*, such as making a team mural or a quilt. Such activities almost always have a specific content-bound objective and, thus, cannot be used to deliver a range of academic content. In contrast, *structures* may be used repeatedly with almost any subject matter, at a wide range of grade levels, and at various points in a lesson plan. To illustrate further, if a teacher new to cooperative learning learns five activities, he or she might well report back after a week, "Those worked well, but what should I do next week?" If, instead, the teacher learns five structures, he or she could meaningfully include cooperative learning in lessons all year to further the academic progress of students in any subject matter.

Structures differ in their usefulness in the academic, cognitive, and social domains, as well as in their usefulness in different steps of a lesson plan.

Accordingly, structures can be combined to form "multistructural" lessons in which each structure—or building block—provides a learning experience upon which subsequent structures expand, leading toward predetermined academic, cognitive, and social objectives.

Competitive vs. Cooperative Structures

In teaching, new structures continue to be developed, and old structures continue to evolve. They are based on distinct philosophies of education and lead to variations in types of learning and cooperation, student roles and communication patterns, teacher roles, and evaluation (Kagan 1985). There are several dozen distinct structures, some with adaptations, such as the half dozen major variations on Jigsaw (Kagan 1989). Among the most well-known structures are Jigsaw (Aronson et al. 1978); Student-Teams Achievement-Divisions, or STAD (Slavin 1980); Think-Pair-Share (Lyman 1987); and Group-Investigation (Sharan and Hertz-Lazarowitz 1980).

One of the most common structures teachers use is a competitive structure called Whole-Class Question-Answer (see fig. 1). In this arrangement, students vie for the teacher's attention and praise, creating negative interdependence among them. That is, when the teacher calls

Fig. 1. Whole-Class Question-Answer

1. The teacher asks a question.
2. Students who wish to respond raise their hands.
3. The teacher calls on one student.
4. The student attempts to state the correct answer.

Fig. 2. Numbered Heads Together

1. The teacher has students number off within groups, so that each student has a number: 1, 2, 3, or 4.
2. The teacher asks a question.
3. The teacher tells the students to "put their heads together" to make sure that everyone on the team knows the answer.
4. The teacher calls a number (1, 2, 3, or 4), and students with that number can raise their hands to respond.

on one student, the others lose their chance to answer; a failure by one student to give a correct response increases the chances for other students to receive attention and praise. Thus, students are set against each other, creating poor social relations and peer norms against achievement.

In contrast to the competitive Whole-Class Question-Answer structure stands Numbered Heads Together, a simple four-step cooperative structure (see fig. 2). Numbered Heads includes teams, positive interdependence, and individual accountability, all of which lead to cooperative interaction among students. Positive interdependence is built into the structure: if any student knows the answer, the ability of each student is increased. Individual accountability is also built in: all the helping is confined to the heads together step; students know that once a number is called, each student is on his or her own. The high achievers share answers because they know their number might not be called, and they want their team to do well. The lower achievers listen carefully because they know their number might be called. Numbered Heads Together is quite a contrast to Whole-Class Question-Answer in which only the high achievers need participate and the low achievers can (and often do) tune out.

Why So Many Structures?

As I mentioned, there are a number of different structures, as well as variations among them. This variety is necessary because the structures have different functions or domains of usefulness.

To illustrate, let's contrast two similar simple structures, Group Discussion and Three-Step Interview (see fig. 3). In Group Discussion, there is no individual accountability; in some groups some individuals may participate little or not at all. Also, there is no assurance that team members will listen to each other: in some groups all the individuals may be talking while none are listening. Further, at any one moment, if one person at a time is speaking, one-fourth of the class is involved in language production.

In contrast, in Three-Step Interview, each person must produce and receive language; there is equal participation; there is individual accountability for listening, because in the third step each student shares what he or she has heard; and for the first two steps, students interact in pairs, so one-half rather than one-fourth of the class is involved in language production at any one time.

Thus, there are profound differences between apparently similar simple cooperative structures. Group Discussion is the structure of choice for brainstorming and for reaching group consensus; Three-Step Interview is far better for developing language and listening skills as well as promoting equal participation. When the teacher is aware of the effects of different structures, he or she can design lessons with predetermined outcomes.

Turning to more complex structures, the differences are even greater. For example, Co-op Co-op (Kagan 1985a) is a 10-step structure in which students in teams produce a project that fosters the learning of students in other teams. Each student has his or her mini-topic, and each team makes a distinct contribution toward the class goal. The structure involves higher-level thinking skills, including analysis and synthesis of materials. Like all structures, however, Co-op Co-op is content-free. For example, when it is used in university classrooms, students may work 10 weeks to complete a sophisticated audiovisual presentation, whereas in a kindergarten classroom, a project might culminate in a 20-minute presentation in which each student on a team shares with the class one or two new facts he or she learned about the team animal. Whether the projects are brief or extended, the content complex or simple, the students in kindergarten or college, the 10 steps of Co-op Co-op remain the same.

Likewise, different structures are useful for distinct objectives such as teambuilding, classbuilding, communication building, mastery, and concept development. Among those structures used for mastery, there are further important distinctions. For example, Color-Coded Co-op Cards are designed for efficient memory of basic facts; Pairs Check is effective for mastery of basic skills; and Numbered

Fig. 3. Group Discussion vs. Three-Step Interview

Group Discussion	Three-Step Interview
Steps in the Process:	
1. The teacher asks a low-consensus question.	1. Students form two pairs within their teams of four and conduct a one-way interview in pairs.
2. Students talk it over in groups.	2. Students reverse roles: interviewers become the interviewees.
	3. Students roundrobin: each student takes a turn sharing information learned in the interview.
Characteristics:	
• Unequal participation	• Equal participation
• Not all participate	• All participate
• No individual accountability	• Individual accountability
• 1/4 of class talking at a time	• 1/2 of class talking at a time

Fig. 4. Overview of Selected Structures

Structure	Brief Description	Functions Academic & *Social*
	Teambuilding	
Roundrobin	Each student in turn shares something with his or her teammates.	Expressing ideas and opinions, creation of stories. *Equal participation, getting acquainted with teammates.*
	Classbuilding	
Corners	Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners.	Seeing alternative hypotheses, values, problem-solving approaches. *Knowing and respecting different points of view, meeting classmates.*
	Communication Building	
Match Mine	Students attempt to match the arrangement of objects on a grid of another student using oral communication only.	Vocabulary development. *Communication skills, role-taking ability.*
	Mastery	
Numbered Heads Together	The teacher asks a question, students consult to make sure everyone knows the answer, then one student is called upon to answer.	Review, checking for knowledge, comprehension. *Tutoring.*
Color-Coded Co-op Cards	Students memorize facts using a flash card game. The game is structured so that there is a maximum probability of success at each step, moving from short-term to long-term memory. Scoring is based on improvement.	Memorizing facts. *Helping, praising.*
Pairs Check	Students work in pairs within groups of four. Within pairs students alternate—one solves a problem while the other coaches. After every two problems the pair checks to see if they have the same answers as the other pair.	Practicing skills. *Helping, praising.*
	Concept Development	
Three-Step Interview	Students interview each other in pairs, first one way, then the other. Students each share with the group information they learned in the interview.	Sharing personal information such as hypotheses, reactions to a poem, conclusions from a unit. *Participation, listening.*
Think-Pair-Share	Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it; they then share their thoughts with the class.	Generating and revising hypotheses, inductive reasoning, deductive reasoning, application. *Participation, involvement.*
Team Word-Webbing	Students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept.	Analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts. *Role-taking.*
	Multifunctional	
Roundtable	Each student in turn writes one answer as a paper and a pencil are passed around the group. With Simultaneous Roundtable more than one pencil and paper are used at once.	Assessing prior knowledge, practicing skills, recalling information, creating cooperative art. *Teambuilding, participation of all.*
Inside-Outside Circle	Students stand in pairs in two concentric circles. The inside circle faces out; the outside circle faces in. Students use flash cards or respond to teacher questions as they rotate to each new partner.	Checking for understanding, review, processing, helping. *Tutoring, sharing, meeting classmates.*
Partners	Students work in pairs to create or master content. They consult with partners from other teams. They then share their products or understanding with the other partner pair in their team.	Mastery and presentation of new material, concept development. *Presentation and communication skills.*
Jigsaw	Each student on the team becomes an "expert" on one topic by working with members from other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic.	Acquisition and presentation of new material, review, informed debate. *Interdependence, status equalization.*
Co-op Co-op	Students work in groups to produce a particular group product to share with the whole class; each student makes a particular contribution to the group.	Learning and sharing complex material, often with multiple sources; evaluation; application; analysis; synthesis. *Conflict resolution, presentation skills.*

Heads Together is designed for review or checking for comprehension. A list of major structures and their functions is presented in Figure 4 (See Kagan 1989 for details about the structures in the figure as well as others).

Structures differ also in their usefulness in the academic, cognitive, and social domains, as well as in their usefulness in different steps of a lesson plan. The most important considerations when determining the domain of usefulness of a structure are:

1. What kind of cognitive and academic development does it foster?
2. What kind of social development does it foster?
3. Where in a lesson plan does it best fit?

To illustrate the distinct domains of usefulness of different structures, let's contrast Color-Coded Co-op Cards and Three-Step Interview (see fig. 5). Color-Coded Co-op Cards work well for convergent thinking (knowledge-level thinking), such as when the academic goal is memorization of many distinct facts; the Co-op Cards promote helping and are most often used for practice. Three-Step Interview does not serve any of those goals well. In contrast, Three-Step but not the Co-op Cards is most often used for divergent thinking (evaluation, analysis, synthesis, and application-level thinking), such as when the academic goal is promoting thought as part of participation in the scientific inquiry process or as part of the writing process; Three-Step Interview promotes listening skills and serves well to provide an anticipatory set for the lesson ("What would you most like to learn about . . . ?" or "What do you now know about . . . ?") or to obtain closure ("What is the most important thing you have learned about . . . ?" "If we had more time, what aspect of . . . would you like to study further?").

Because each structure has distinct domains of usefulness and can more efficiently reach some but not other cognitive, academic, and social goals, the efficient design of lessons involves using a variety of structures, each chosen for the goals it best accomplishes. Reliance on any one structure limits the cognitive and social learning of students.

Fig. 5. Contrasting Domains of Usefulness

	Color-Coded Co-op Cards	Three-Step Interview
Academic & Cognitive	Memory of basic facts and information	Evaluation, analysis, synthesis, application
Social	Helping, praising	Listening
Steps in Lesson Plan	Practice	Anticipatory set, closure

The Multistructural Lesson

A cooperative learning teacher fluent in many structures can competently move in and out of them as needed to reach certain learning objectives. Such a multistructural lesson, for example, might begin with content-related classbuilding using a Line-up, followed by content-related teambuilding using Round Table. The lesson might then move into Direct Instruction, followed by Partners for information input. To check for comprehension and emphasize key concepts, the teacher would shift into Numbered Heads Together. Next might come Group Discussion or Team Word-Webbing for concept development, followed by a Cooperative Project. No one structure is most efficient for all objectives, so the most efficient way of reaching all objectives in a lesson is a multistructural lesson.[1]

Whether the objective is to create a poem, write an autobiography, or learn the relationship of experimental and theoretical probability, the teacher's ability to use a range of structures increases the range of learning experiences for students, resulting in lesson designs that are richer in the academic, cognitive, and social domains. By building on the outcomes of the previous structures, the teacher is, thus, able to orchestrate dynamic learning experiences for students.

All Together, a Structure a Month

For schools and districts conducting training for cooperative learning, there are advantages in the structural approach. Whereas it can be quite overwhelming for teachers to master "cooperative learning," it is a relatively easy task to master one structure at a time.

Many schools and districts have adopted a "structure of the month" strategy in which site-level trainers introduce the structure, provide demonstration lessons, and lead participants in planning how to adapt the structure to their own classroom needs. When many teachers at a site are all working to learn the same structure, there is a common base of experience, promoting formal and informal collegial coaching and support.□

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[1] Two recent books illustrate how teachers can use multistructural lessons to reach a wide range of academic objectives: B. Andrini, (1989), *Cooperative Learning and Math: A Multi-Structural Approach* (San Juan Capistrano, Calif.: Resources for Teachers); and J.M. Stone, (1989), *Cooperative Learning and Language Arts: A Multi-Structural Approach* (San Juan Capistrano, Calif.: Resources for Teachers).

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Lesson Plan

Class Background

8/9 3rd grade - 30 students

- 15 minutes

visual/auditory

Standards

→ sitting @ desk/attention forward

- on covered materials

-

Set

Q+A on discipline of students

Learning/Objectives

grp-discussion/examples/

Teacher Behavior

Student Behavior

Closure

Independent Practice

3/9

Information/Analysis	Lesson Outline
• number of students • setting and materials • student level and past learning • time allotment • modalities, pacing, grouping, (transfer) • difficulty, complexity visual, ~~aural~~ tactile, kinesthetic auditory old learning => new learning	Pre Instruction
• What is expected of the students? (behavior) • What you need to teach? (materials) • Room management and record keeping (run smoothly)	Standards Wt do you expect
• Is the learning/objective clear? • Are the students focused? motivation/interest and accountability • How does the learning relate to previous learning?(transfer) • Pre-test, (brief) if additional diagnostic information is needed	Anticipatory Set/Readiness Pre-test (optional)
• Strategy used by the teacher - lecture, group discussion, role play, cooperative learning • Adequate explanation - input/modeling/examples • Did the teacher check for student understanding? • Did the students practice the learning? (overt behavior) guided practice. • Was the practice directly related to the learning? • Was the lesson congruant? • Were the students on-task and focused?	Teaching/Input Teacher Behavior (check for understanding) Student Behavior (guided practice)
• Was the learning identified? • Did the student leave knowing what the learning was?	Closure Post-test (optional)
• Did the (unguided practice) match the learning objective? • Learners demonstrate skill to be successful	Follow up/Homework

3/23

TEACHING CLASSROOM MANAGEMENT AND ROUTINIZATION

Routines to teach
the first week of school:

ELEMENTARY

Monday
- signal
- bathroom procedures
- lunch routine
- coat closet/lockers

Tuesday
- getting materials
- returning completed work
- lining up
- pencil sharpening
- drinking fountain

Wednesday
- fire drill
- working without disturbing others
- choices: if finished early
- how to seek help/teacher busy
- traffic patterns

Thursday
- arrival procedure
- classroom helpers
- to/from playground procedures
- inside voice/outside voice

Friday
- out of seat policies
- getting to/from groups
- asking questions/raising hands
- end of day routines

DAILY ROUTINE

Correspondence from home ________________________________
____

Restroom ________________________________
____

Drinking fountain ________________________________
____

Pencil sharpener ________________________________
____

Talk among students ________________________________
____

Passing out books/supplies ________________________________
____

Out-of-seat policies ________________________________
____

Want to do when finished w/work ________________________________
____

Where to turn in completed work ________________________________
____

Failure to bring materials (pencil, paper, textbook) ____________
____

Dismissal Procedures are ________________________________
____

Classroom Routines Planning Form

I. Materials and Equipment **Procedures I Will Use**

- Materials Distribution
- Materials Collection

II. Entrances, Exits

- Entering the Room
- Leaving the Room
- Bathroom
- Water Fountain

III. Movement Within the Room

- Pencil Sharpener
- Wastebasket
- To Groups

IV. Instructional Routines

- Morning Exercises
- Noise Control
- Asking and Answering Questions
- Getting Help
- Free Time
- Ending the Day

Communicating with Parents Timeline

Information to Convey	Before	1st Days	Open House
1. Self-introduction			
2. Invitation to partnership			
3. Discipline and classroom rules			
4. How to reach me			
5. Supplies			
6. Homework policy			
7. My goals and objectives/philosophy			
8. Highlights of the curriculum			
9. Grading/conferencing/reporting practices			
10. Materials they can collect and save for me			
11. Snacks, lunch, and milk money			
12. Other			

Initial Bulletin Board Ideas

The ones I will create:

1. General Ideas Notes

☐ star of the week
☐ calendar
☐ weather chart
☐ student work
☐ rules
☐ monitor chart
☐ handwriting
☐ Pledge of Allegiance
☐ birthday board
☐ tooth chart
☐ welcome back
☐ teacher introduction
☐ reading
☐ current events

2. Instructional Ideas

Classroom Monitors Jobs

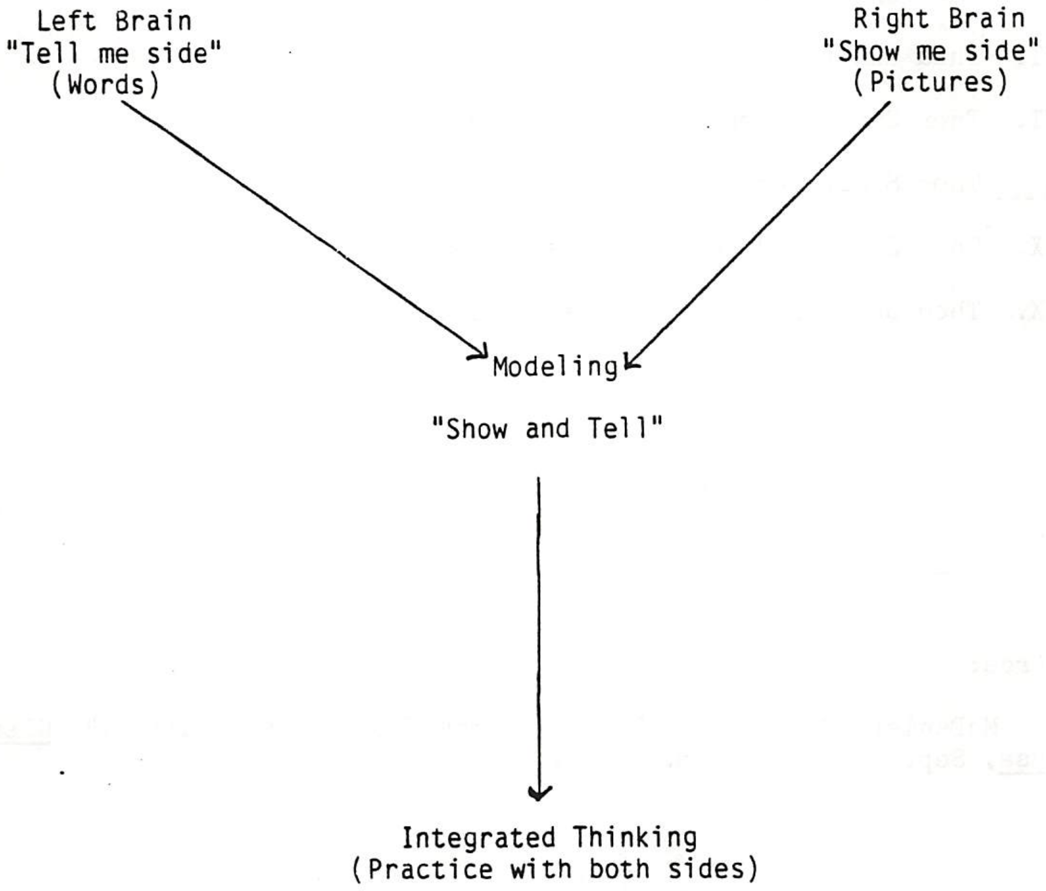
☐ Class Leader/President/Line Leader
☐ Vice President
☐ Secretary
☐ Attendance
☐ Messenger/Office
☐ P.E. Monitor
☐ Cleanup
☐ Paper Passer
☐ Board Eraser
☐ Pet Feeder
☐ Plants
☐ Door Monitor
☐ Lunch Count
☐ Flag Salute
☐ Calendar
☐ Library
☐ Row Leaders/Table Monitors

The method I will use to select and rotate monitorial duties:

3/23

MODELING

Each human being has a predisposition to process information with one hemisphere (side) of the brain or the other. For the most part, schools send information that is processed by the left hemisphere of the brain (words). Many students, however, effectively process information more effectively with the right side of the brain (visual). Even though this predisposition exists, most of us have learned with practice to receive and process information with both sides of the brain. Teachers can promote this process (integrated thinking) by designing lessons that both show and tell the learner about the learning. When lessons attend to this we are appropriately using Modeling in teaching.



40%

The Ten Commandments of Motivation

I. Thou Shalt Build an Interesting Curriculum

II. Thou Shalt Set Clear Goals

III. Thou Shalt Communicate High Expectations

IV. Thou Shalt Employ Positive Reinforcement

V. Thou Shalt Invite Success

VI. Thou Shalt Teach Cooperation

VII. Thou Shalt Demonstrate Enthusiasm

VIII. Thou Shalt Personalize Instruction

IX. Thou Shalt Induce Readiness to Learn

X. Thou Shalt Encourage Student Response

Source:

McDaniel, Thomas R. "The Ten Commandment of Motivation," Clearing House, September 1985, pp. 19-25.

3/23

Five Tips to Improve Teaching

Many teachers believe they do a good job and don't see the need to invest time and energy to improve the way they teach. However, most teachers are willing to change when given suggestions on improving teaching skills.

These are conclusions reached by researchers at the Institute for Research on Teaching (IRT) at Michigan State University, who study how teacher behavior influences what youngsters learn and how teaching can be improved. IRT found that how teachers teach is as important to student learning as what they teach.

Established in 1976, IRT was funded by the Department of Education's Office of Educational Research and Improvement (formerly the National Institute of Education) and is now supported by a combination of university, State, and Federal sources.

The institute's studies can be applied to teaching in all types of public and private schools. IRT found five key elements of effective teaching. Good teachers do the following:

1. Set Goals. Finding time and energy to accomplish everything that needs to be done is a challenge all teachers face. Many cope successfully with this problem by setting goals, which keeps instruction on track. Teachers without focused goals are more apt to add topics to their lesson plans. So, their students learn about many topics, but master few.

IRT found that some teachers set questionable goals. For example, a few aim to keep students busy by assigning mindless, repetitive seatwork that does little to help students learn. IRT researchers also found that high school teachers and students often strike tacit "bargains" with each other to make school easier. For instance, students with after-school jobs don't have much time for homework, and some teachers respond by assigning less homework. Unfortunately, such bargains may result in a comfortable but academically compromised environment for students.

Many teachers, confronted with too many goals, will concentrate on just one, or substitute one goal for another. Good teachers can accomplish two or more goals simultaneously. For example, some elementary school teachers help students develop language skills while learning science, and good mathematics instructors teach concepts while helping students master computational skills. Differences in instructional goals help to explain differences in teachers' effectiveness.

2. Communicate Expectations. Good teachers influence student behavior and learning by carefully communicating what is expected and why. Some youngsters view school as a requirement rather than a place to learn. Good teachers explain what students will be studying and how it can be useful. Teachers connect new lessons to past lessons and illustrate how lessons relate to everyday experiences. For example, mathematics teachers explain that knowing how to calculate percentages will help students figure out how much to tip in a restaurant, or how to determine the price of sale items. Good teachers monitor students' work to make sure students understand assignments and can complete the work.

IRT found that good instructors teach students strategies for learning in and out of school. These teachers encourage students to practice these strategies frequently, and to work without constant teacher supervision. Good teachers balance this latitude because they know that too much freedom fosters chaos and too little limits what students can accomplish.

3. Understand Content. Good instructors thoroughly understand the subjects they teach. However, research indicates that many prospective elementary school teachers have limited knowledge of their subject area. Teacher education courses focus on teaching skills rather than subject matter. According to IRT studies, many elementary school teachers are uncomfortable teaching science, and many writing teachers are unprepared and uncertain about teaching writing.

Good teachers know also the misunderstandings students bring to class. For example, science students studying light and vision may believe that they can see an object because light from the sun brightens it. If a teacher does not discuss this misconception during the lesson, it will remain. The teacher must communicate that light from the sun is reflected to the retina, and that students see this reflected light when they "see" the object.

4. Closely Follow Instructional Materials. Many teachers believe that good teachers don't follow textbooks. On the contrary, IRT found that teachers who closely follow instructional materials improve, rather than impede, the quality of their teaching. Most teachers are not trained to develop their own materials, nor do they have the time to do so.

Although published materials may have faults, good teachers carefully select materials to fit the curriculum and characteristics of their students. Doing so frees them to spend more time with students.

5. Accept Responsibility.

Teachers who believe they are responsible for student achievement are more effective than those who believe students alone are responsible for what is learned and how students behave. IRT found that teachers who successfully deal with problem students think they must help solve students' problems. When a student has trouble learning, both teacher and student must assess the situation and make necessary adjustments.

Classroom management and the management of student behavior are learned skills. According to research on effective teaching, teachers who are well trained in these skills organize and manage their classrooms more effectively than they were able to prior to being trained.

Classroom Management Elements

The following lists of classroom management elements and teaching behaviors are directly related to reducing student behavior problems in the classroom.

1. Well planned and prepared lessons.
2. Fluent transitions between activities with no loss of time.
3. Student assistance in organizing for instruction -- handing out papers, collecting books, etc.
4. Regularized, efficient student routines for daily activities--arriving in class; getting ready for instruction (without being reminded), leaving class, organizing learning groups, etc.
5. A classroom that is physically organized to allow the teacher to continuously monitor student activities in an efficient manner.
6. Learning activities to fill any unused individual or group "dead" time.
7. Teacher routines for handling administrative details--attendance, lunch count etc.

These seven elements illustrate the types of activities that are associated with effective and skilled classroom managers. This is not all that exists in classroom management, but a sampling of those skills (or actions) directly related to maximizing student time-on-task.

Classroom Management Teaching Actions

Effective classroom management is associated with certain teaching skills and strategies. Research has identified the following four teaching actions as critical to effective classroom management (Kounin, 1970):

1. Withitness
   Teacher awareness of the entire class and the skill to monitor a number of students simultaneously.

2. Overlapping
   Orchestration of numerous activities simultaneously when the class is engaged in individual or small group activities.

3. Group Focus
   The ability to focus student attention directly on the learning task and not allow other activities to compete.

4. Maintaining Smoothness and Momentum
   The ability to move students (or the class) from one task to another (or from one topic to another) with minimum loss of instructional time.

These four teaching actions all illustrate the same ability: maximizing the use of time and facilitating high levels of student time-on-task behaviors. When students are engaged in a productive learning activity, they will not be engaged in non-productive, disruptive behaviors.

3/30

CERTIFICATED EMPLOYEE CRITERIA FOR ASSESSMENT

(To be completed at the annual goal setting conference.)

Name___ ____________________ **School Year**___ ______

Assignment___ ____________________ **Location**___ ______

Employment Status: Probationary _________ **Permanent** _________

I. Progress of pupils toward standards of expected pupil achievement.

Progress of pupils toward standards of expected pupil achievement will be assessed by principal's observations, and the teacher submitting to the principal the following: Examples of student work, writings, projects and tests.

II. Instructional Techniques and Strategies:

Criteria for assessing techniques and strategies shall be:

A. Sets standards
B. Considers student needs and skills
C. Uses good planning
D. Teaches to instructional objectives
E. Provides appropriate instruction
F. Assesses student understanding effectively
G. Provides practice

Instructional techniques and strategies will be assessed by principal's observations.

III. Adherence to Curricular Objectives: - expectations

Adherence to Curricular Objectives will be assessed by principal's observations and examples of student work.

IV. Establishment and Maintenance of a Suitable Learning Environment: (Within the scope of the Employee's responsibilities.)

Establishment-Maintenance of a suitable learning environment will be assessed by principal's observation and the outline of the teacher management system.

V. Additional Goals: (See Attached)

Evaluator's Signature ______________________________ Date __________

Evaluatee's Signature ______________________________ Date __________

3 copies: District Office (white); Evaluator (yellow); Evaluatee (pink).

PS-215-8-84

4/6

Practice Makes Perfect
Sample Interview Questions

C. Bruce Johnston
Associate Director, Career Development Center, Humboldt State University, CA

The following questions were gathered from school hiring officials and are representative of those that you are likely to encounter in your job interviews.

Practice answering some of these questions with a friend so that you can become skilled at communicating your teaching skills and strengths.

Motivation/Experience/Training

1. Tell us about yourself.
2. Why did you enter the field of teaching?
3. What experiences have you had related to teaching?
4. What qualities do you have that make you an effective teacher?
5. What grade levels or subjects do you prefer to teach?
6. Have you taught or are you interested in teaching combination classes?
7. Do you have experience with special education students?
8. Why do you want to teach in our school district?
9. Do you have (multicultural, urban, learning problems) teaching experience?
10. What do you remember most about your own education?

Teaching Effectiveness

11. How do you meet the range of skills and needs commonly present in a classroom?
12. When do you use an individual, group and/or whole class teaching approach? Why?
13. Let's imagine we are going to observe a teacher teaching a lesson. I tell you in advance to expect a superb lesson. What would you expect to see in that lesson?
14. If a teacher wants to be sure pupils will learn a skill to be taught, what should he/she be sure to do when teaching?
15. How do you diagnose your students' needs? ASSESSMENT STRENGTH
16. How do you make sure your lessons are taught at the correct level?
17. How do you stimulate active participation in the classroom?
18. How would you use parents in the classroom?

Teacher Planning/Preparation

19. What kinds of planning do you see a teacher doing?
20. How do you plan for a year? A week? A day?
21. How do you know what you will cover?

Classroom Management/Discipline

22. What are some characteristics of a well-managed classroom?
23. Talk to us about classroom control.
24. What discipline methods work for you?
25. What is your primary goal with student discipline?
26. What are some examples of rules you would have in your classroom?
27. How would you be sure your rules are carried out?
28. How much responsibility for their learning do you feel students should have to take?
29. Are you a "let 'em go the pencil sharpener whenever they want" type of person or a "raise your hand and ask permission" type of person?
30. What types of rewards and consequences would you use?
31. Describe your most difficult student discipline situation and how you handled it.

Staff Development/Professional Growth

32. What do you see yourself doing over the course of the next several years to improve your abilities as a professional?
33. What professional development topics most interest you?

Staff Rapport/Relationships

34. As a teacher new to a school, what would you see yourself doing to contribute to healthy staff relationships and to become part of the staff?
35. What should a principal expect from teachers?
36. What should teachers expect from the principal?

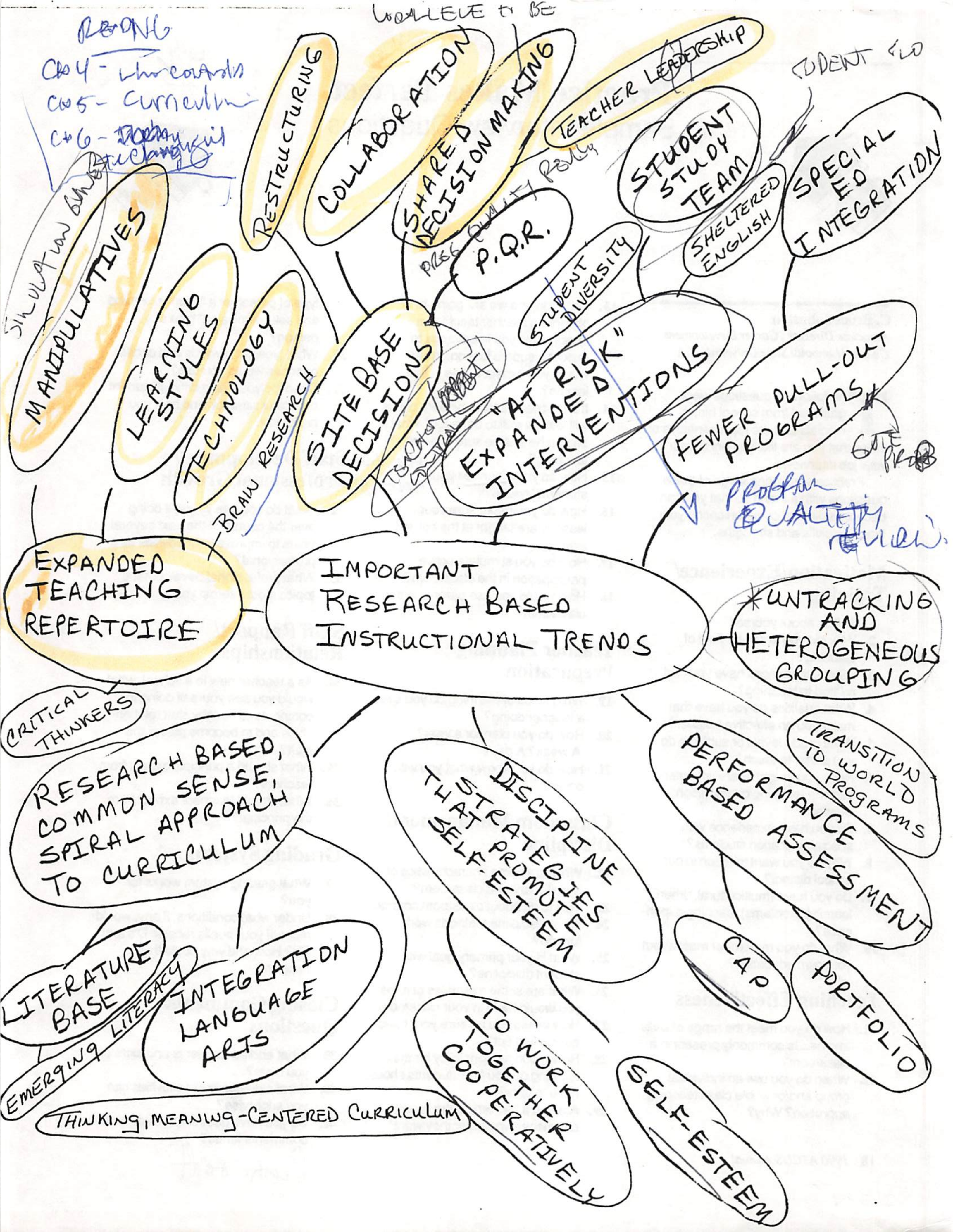
Grading Systems

37. What grading system works for you?
38. Under what conditions, if any, would most of your pupils receive D's and F's? How and why could this happen?

Closing Comments/Questions

39. What additional talents and skills do you have?
40. What extracurricular activities can you supervise?
41. Do you have questions or additional comments for us?

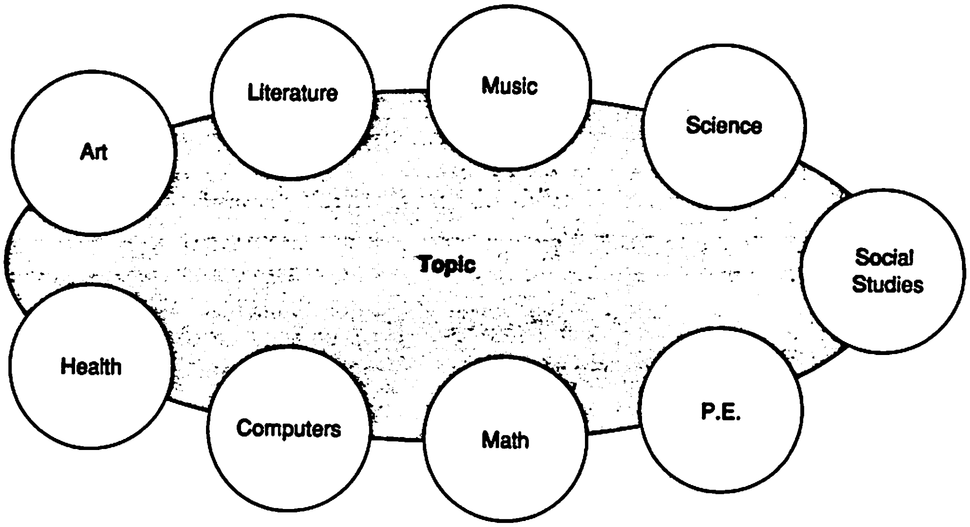
relate to self.



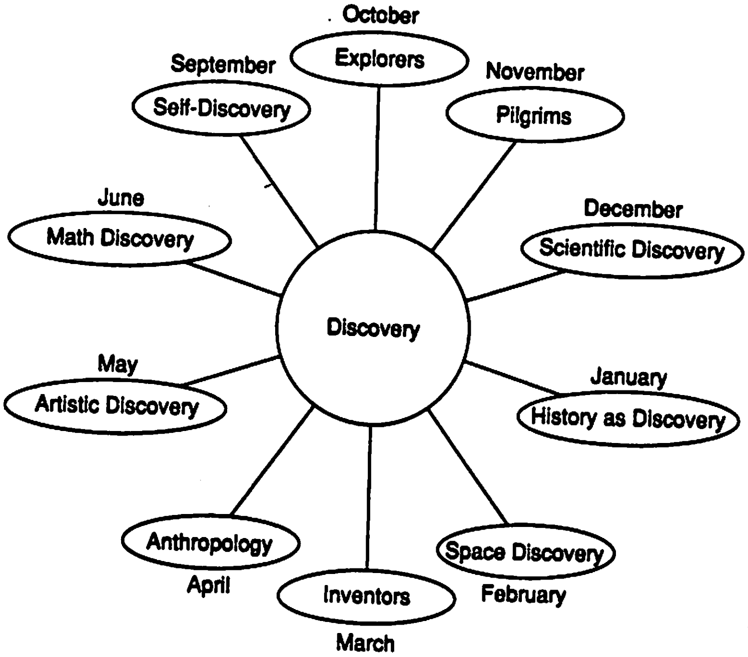
READING
Ch 4 - Whole Language
Ch 5 - Curriculum
Ch 6 - ~~[illegible]~~ Technology
[illegible] TO BE
RESTRUCTURING
COLLABORATION
SHARED DECISION MAKING
TEACHER LEADERSHIP
STUDENT ED
STUDENT STUDY TEAM
SPECIAL ED INTEGRATION
SHELTERED ENGLISH
P.Q.R.
PROG QUALITY REVIEW
STUDENT DIVERSITY
SIMULATION GAMES
MANIPULATIVES
LEARNING STYLES
TECHNOLOGY
BRAIN RESEARCH
SITE BASE DECISIONS
TEACHER EVAL
PARENT
"AT RISK" EXPANDED INTERVENTIONS
FEWER PULL-OUT PROGRAMS
GATE PROG
PROGRAM QUALITY REVIEW
EXPANDED TEACHING REPERTOIRE
IMPORTANT RESEARCH BASED INSTRUCTIONAL TRENDS
*UNTRACKING AND HETEROGENEOUS GROUPING
CRITICAL THINKERS
RESEARCH BASED, COMMON SENSE, SPIRAL APPROACH TO CURRICULUM
DISCIPLINE STRATEGIES THAT PROMOTE SELF-ESTEEM
TRANSITION TO WORLD PROGRAMS
PERFORMANCE BASED ASSESSMENT
CAP
PORTFOLIO
LITERATURE BASE
EMERGING LITERACY
INTEGRATION LANGUAGE ARTS
THINKING, MEANING-CENTERED CURRICULUM
TO WORK TOGETHER COOPERATIVELY
SELF-ESTEEM

INTEGRATED

4/27



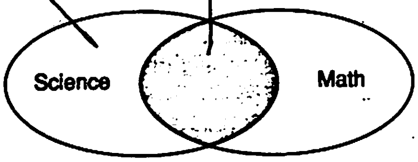
DISCOVERY

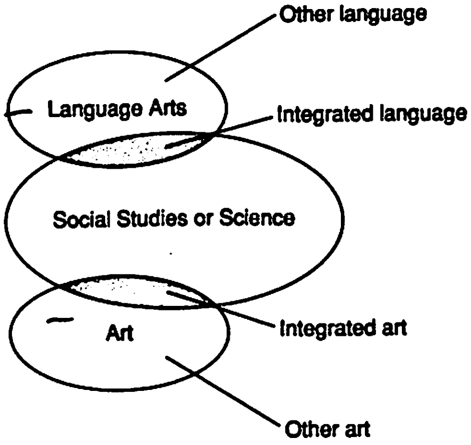


OVERLAPPING – BINN DIAGRAM

PARTS UNIQUE

PARTS IN COMMON





Information/Analysis	Lesson Outline
• number of students • setting and materials • student level and past learning • time allotment • modalities, pacing, grouping, transfer • difficulty, complexity	Pre Instruction
• What is expected of the students? (behavior) • What you need to teach? (materials) • Room management and record keeping (run smoothly)	Standards
• Is the learning/objective clear? • Are the students focused? motivation/interest and accountability • How does the learning relate to previous learning?(transfer) • Pre-test, (brief) if additional diagnostic information is needed	Anticipatory Set/Readiness Pre-test (optional)
• Strategy used by the teacher - lecture, group discussion, role play, cooperative learning • Adequate explanation - input/modeling/examples • Did the teacher check for student understanding? • Did the students practice the learning? (overt behavior) • Was the practice directly related to the learning? • Was the lesson congruant? • Were the students on-task and focused?	Teaching/Input Teacher Behavior (check for understanding) Student Behavior (guided practice)
• Was the learning identified? • Did the student leave knowing what the learning was?	Closure Post-test (optional)
• Did the (unguided practice) match the learning objective? • Learners demonstrate skill to be successful	Follow up/Homework

JOE BUSTILLOS

Lesson Plan

②

Class Background

3rd grade, 30 students
10 minutes talk, 10 minutes activity
visual/auditory/kinesthetic

Standards

sitting @ ~~desks~~ - listening
hand out materials
role play - ancient education

Set

listen
role play

Learning/Objectives

① "Facts to hang experience on" -
basic info on classroom of ancient Mesopotamia
Athens & Sparta

Teacher Behavior

basic info on chalkboard about "Ancient Education"
basic objectives/styles of Meso/Athens/Sparta
~~[illegible]~~ instruction on alphabets...

Student Behavior

listen
practice on "clay tablets w/ stylus" eg.
hand styrofoam or erasable boards

Closure

Q & A about education then & now

Independent Practice

homework 3 paragraphs (sentences)
(1) compare education between Meso/Athens/Sparta
(2) & (3) if you had the choice which school would you go to & why

3/9 Bilg Ed.

Sensitive to cultural diversity -

transfer

on Site - restructuring.

Pres. Bush approach to Amer. 2000

---

1. What do you want your students to learn

2. What activities do you have planned to facilitate learning?

3. How will you measure whether learning has taken place?

4. Is there anything in particular I need to know about this class

5. Is there any specific feedback you would like from this observation?

6) DIRFILES.ZIP

* 70 ''

Next week

- read cooperative learning
- Philosophy written -
- lesson plan/ Topic * key person or event that had an impact on ed.
- Good behavior Booklet.

ed notes 04-06-92

EFFECTIVE SCHOOLS:

KEYS/DEFINITION (SOCIETY):

high achievement
good discipline
low absenticism ---> high job and college placement, success of learners in society

VARIABLES:

school climate, positive discipline, role of the principal, staff development, monitoring goal attainment, level of school autonomy (site base mgn., site council---school itself, runs iself), parental involvement.

interview questions:
see handout 4/6/92

1st thing to learn is how to answer the question: writing an essay: intro, supporting statements, conclusion----"tell us about yourself"---sell self in terms of what you want. do it so that you can demonstrate that you can think in sequence, experiences have to do with job inteview, always pull things together with the conclusion ed notes 4-20

curriculum:
integration---math in lit reading,
examples: start/finish
- 9 month overview
- units
- guided by text, eg,. order "scope/sequence" teacher's edition.

curriculum comes from:

State: framework, every seven years deal with a subject.
District: ....?
Federal: sometimes guidelines/tests CTBS (indiv.), CAP (school)
Individual school: themes (seasonal stuff, subject matter, individuals . . .)---traditions=curriculum; proficiencies: these are the things that you should know at X grade level.
Classroom (individual): personal experience, travel, plan ...
Teacher Manual: teacher's edition of the text.

Long Range plans: how far did you get in the text book, do you get that far every year, is there proficiency exams---don't reinvent the wheel, clone from neighbor teacher.
Month-to-Month:
Mid-Range: (units, eg., units on Missions, units on Indians).
Weekly/Daily
Thematic teaching/Integration

Curricular Criteria
Math
Language Arts
Science
History/Social Studies
Visual/Performing Arts
P.E.
ESL
Foreign Language

School-wide Criteria
Instructional programs
School-wide effectiveness
Special needs
Learning Environment
Staff Development

Ed notes 4-27

FIELD EXPERIENCE PROJECT:
final paper:
____ # Evaluation
____   Philosophy
sections 1 - 3 (logs under three)

TECHNOLOGY IN SCHOOLS:
overhead
copiers
lamminate
lettermaker (bulliten boards)
IBM - Write to Read Lab
Computer Lab
Tape (audio)
System 80
Laserdisc
VCR
TV
Video camera
opaque projector
computer projector
calculators
camera (polaroid)
intercom (speaker)
interactive video (computer simulation)

WHERE THE MONEY COMES FROM:
66.7% general fund (state)
20.9% local property
3.9% lottery
8.3% federal

Oral Quiz:
compulsory education:
5 - kindergarden
5 years-old on or before Dec 2 (1st grade 6 on or before Dec. 2) 18- graduation
grad early? --- CHPE (cal highschool profiiency Exam) GED

in school minumum 170 days we average 180-184 . . . .

Mentor .... def., 1984-1985 3,186 additional budget; 2,093, state gives each district certain number mentor teachers.

TRENDS:
SEE 4\6 HANOUT AND 4/27

ASSIGNMENT: using chapter nine, reasons why becoming a teacher (for/against) chapter 14 going AFT or NEA (teacher unions).

ed notes 5-4-92

Teacher Unions:
AFT: (American Federation of Teachers)
city, AFL-CIO, more militant, aggressive, willing to strike, big back East, made NEA stronger

NEA: (National Educators Association)
National, strong large, by and for teachers, 1st org.,
CTA/Local: California Teacher's Association.

Reforms (chapter 8):
A Nation at risk
A place called School. 8 year study of 38 schools, John Goodlad, 1984.

Teachers/Teaching:
humanizing of content
interesting and exciting
play important leadership roles
less instructional time, more planning & assisting
variety of channels ie., films, fieldtrips, visiting lectures.

School Curricula:
new learning experience that relates to personal needs.
tracking should be eliminated.
develop a common core of learning, which could include: math/sci, lang/lit, society/SS, arts, and vocation, plus personal choice.
School Administration Organization.

"Making the grade":
ed and economy relation. strong role for fed. gov't.

Action for Excellence
1983, Teacher Quality

Need to encourage talent
connect it to vocational skills with world of business.

Tommorow's Teaching 1986.
improving teacher prep/requirements/stronger standards for entrance. sci of substance and not atomized facts.

Horses Compromise:
best for students and schools, lessen fragmentation, learning in depth instead of unconnected facts.

nation at risk:
increase graduation requirements, 175 days to 185,
admin, focus/master teacher
time and size

Main areas:
Basic Curric. teacher quality. administration (principal). time/size

for next week:

Chap 13	- employment conditions, teacher's rights, teacher's liability.
Chap 15	- demographics (community lifestyle), Individual development
Chap 16	- P.L. 14-142, least restrictive, types of handicapped students. Propositon 98 - minimum funding guarenteed, school accountability report card - 13 items (areas): student achievment, drop out rate, student expenditure, class size, support services, substitute teachers, safety/cleanliness, evaluations of teachers, discipline/climate, pay-scale for teachers, quality of instruction, school recognition program: distinguished school: national, dist., school. P.Q.R.=program quality review, every 3 years

TRENDS, part III.

ed notes 5/11/92

PL 94-142 - least restrictive; trend

NTE = general knowledge 660. topic, major influence;
CBEST = ?

773-3204 credential analysis, etended credential or Michigan ...

Beverly Young = internship program - full-time methods/student teaching; offered job; 3 semesters; Nancy Zuniga - waiver program; Ana Garza, 773-3411 appt., 773-3642-ext, EC 376.

Adm. to T.E., EC 207; 773-2756 1-5 pm, Phyllis Charles.

end of Feb. for Fall; end of Sept for Spring; MVC available.
take bilingual - language skills aquistion improved.

temporary = hire/fire every year
propationary . . .
tenure = 1st day of 3rd year
  1. limited
  2. board ...

FIELD EXPERIENCE PROJECT

Joseph Bustellos
Student

Lakeland
School

Little Lake
District

Quinby
Teacher

NEEDS IMPROVEMENT	STANDARD	OUTSTANDING	
☐	☐	☑	Evaluation
			Philosophy
☐	☐	☑	General School Information I Schedules, newsletters, school standards, community,
☐	☐	☑	Classroom Organization II rules/standards, management, pictures, classroom layout class newsletter
			Curriculum and Instruction III expectancies, assessment, academic schedule
☐	☑	☐	— . Weekly Logs ____ Hours _____
			Sample Materials student work, awards, worksheets, tests
☐	☐	☑	School Policies and Schedules IV testing, yard duty, general
			Coursework and Notes V
☐	☐	☑	Very Neat Work
☐	☐	☑	
			Good luck!
☐	☐	☑	F. Harvey

Joe Bustillos
Beginning Education
March 16, 1992
Philosophy of Education

Idealism, Realism, Pragmatism, Existentialism, Progressivism, Perennialism, Monism, Zoroastrianism . . . I've never been comfortable with labels. But if I must make a choice between doors one through four then I would have to choose door number three, Pragmatism.

As a journalism student I always had a thing about modern journalism's fabled "objectivity." I've always believed that "Truth," as journalists and other communicators have presented it, is an approximation. As a student of Anthropology I learned that there is an "agreed upon" nature to "Truth," and that "good Truth" does not run rough-shod over the weight of scientific observation and speculation. I would obviously make a lousy Realist or Idealist, for that matter.

Blame my former religious heritage, but I am not willing to believe in either "the moment" or even "the individual" as the highest reality. That's too depressing. By my way of thinking, Existentialism is a reaction against it's stifling authoritarian mental/social forbearers. Reactions do not make good philosophies.

Then again, arriving at a philosophy by a process of elimination tells me more of what I don't believe in than in what I do believe in. In this case, a black box does not make a very good philosophy of education either.

"Experience is the thing," I haven't heard that slogan for a long time (probably since Coke-a-cola was first trying to teach the world to sing). Learning by doing, that means that there are things to be learned. Within the relative confines of each classroom there is a body of understanding/knowledge that is necessary for the classroom to progress to the next stage. Like "good Truth" this knowledge does not run contrary to the world outside the classroom. It embraces that world. The world and the knowledge and the classroom are the same thing.

If there are some areas where I might differ from the pragmatist party line it is that I believe that there are fundamental skills that the students must grasp to fully appreciate the next levels of such non-skills areas such as creativity and imagination. Saxophonist Banford Marcelis[1] once commented that someone might say that they're playing Beethoven in their own way but until they learn to play him "properly" then they're just covering up for not really knowing how to play. What's that saying, "you have to learn to walk before you can run." As an artist, creativity without structure is a waste of energy (the irrationalists could get away with it because the structure was implied through the cultural structure).

Educationally this means that there is reading, writing, and arithmetic, but they are not ends unto themselves. They are skills to be built upon. They are as fundamental as language, and just as fluid.

---

[1] Please forgive the most likely incorrect spelling---I don't have any of my Sting records with me.

Joe Bustillos
Beginning Education
May 18, 1992
Influential Events/Persons in Education

One of the most influential events in the history of Education would have to begin with the advent of the written word. Prior to the proliferation of a useful system of writing human experience was limited to communicating new ideas and old traditions through the spoken word. The earliest records of writing are the practice tablets of Sumerian students. Education and civilization would have stagnated in the caves had a useful system of writing not emerged.

The influence of Socrates cannot be underestimated. The quotation listed in our text: "Education has for its immediate objective the development of the power of thought, not the imparting of knowledge," is an important lesson for those who might mistake education for rote memorization. He might be called the ancient father of critical thinking. Without a healthy helping of doubt and cynicism, education can too easily become just another tool of the state. Education without the occasional question, "why?" can too easily become a propaganda mill.

There are a great many ancient thinkers who in their own way contributed to the further of human education. It doesn't seem proper to recognize some without recognizing others (but that's the assignment so . . .).

It's difficult for some to appreciate the work of Augustine or Thomas Aquinas without being alienated by these scholars immersion in the religious atmosphere of their world. Their works may have been primarily religious but they were looking for truth in the world that they found themselves in. Thomas Aquinas was particularly motivated to organize the physical and the social world as he understood it into discernable classes and hierarchies. Interestingly, many scholars write that Aquinas owes much to the "pagan" thinker Aristotle, in the formulating of many of his ideas.

The Middle Ages may have been a great time for religious thinkers but it was not for Cosmologists. Scientists such as Galileo ran headlong into the religious world that Aquinas represented as he pursuit of the truth of the nature of the physical world. Although Galileo backed down, he reminded us that we cannot let our philosophies blindly dictate our science.

It was interesting that the text mentioned Reformation thinkers such as Erasmus of Rotterdam. I had done a study of the scholar years ago with particular interest to his debate with a young Martin Luther. Here Erasmus represented a cultured, educated appreciation of the "pagan" classics and Martin Luther a more fundamental appeal to a literal religious faith in the Bible. But even Martin Luther promoted what would become a tenet of modern education: that the texts and subjects under study should be examined by all those concerned. Luther strongly felt that they should not be restricted to a limited "priestly" class.

In the more "modern" era, there is the work of the French Scientist Piaget and his investigation of child development. The ramifications his findings had toward education and developing an educational theory based on scientific research cannot be overlooked. Earlier thinkers such as John Locke and Jean Rousseau represented a fundamental shift away from the punishment corrective orientation of education toward a positive life-affirming orientation. And also the experimental classrooms of the sixties, free-education, and the like have also contributed in knowing what makes good education and what does not.

A 3

Bustillos

MID TERM

ED ELM 315

Teaching/Learning Process

☐ **Pre Instruction**

3 ✓ objective, level of difficulty/complexity

✓ transfer, purpose

✓ Bloom's Taxonomy

✓ Pacing

✓ Modality Grouping

✓ 9/10 delivered

☐ **Instruction**

✓ Standards

✓ Set

✓ modeling examples

3 ✓ check for understanding

✓ guided practice

✓ closure

✓ independent practice

Monitor
1-1-1-4

Post

✓ practice, move on, reteach

2+ ✓ learning theory retention, motivation

✓ active participation

— Consistent and fair

☐ **Management**

✓ time, and space

3 ✓ transitions, dead time

✓ proactive management

✓ classroom management

✓ Motivation
✓ reevaluation by student

Joe Bustillos
3/30/92

ED. ELM. 315
INTRODUCTION TO TEACHING

Mid Term Exam
October 28, 1991

1) Please describe the Teaching/Learning Process.

The teaching/learning process is best understood into three parts: pre instruction, during instruction and post-instruction. While all three parts deserve equal consideration, for the beginning teacher the role of pre-instruction cannot be under-emphasized. "A lesson is nine-tenths planning."

As such as great deal must be considered in the planning stages. The specifics about the students (number, age, previous learning, any learning-difficulties), the lesson material (time allotements, modalities, physical materials), logistics (transition from one lesson/activity to the next), and anticipated difficulties must be considered before instruction has begun. Matching the students with the lesson objective is something done in the planning stages. Care must be taken to engage as many modalities as is practical in presenting the lesson material. Not all students respond well the written or spoken word. Not all subjects are efficiently communicated that way, for that matter. So visual presentations, or hands-on (tactile) or active participation (kinesthetic) must be employed. Before the lesson is given the objectives, what the students will learn or do, must be clearly indicated.

At the beginning of the lesson, perhaps following a "surprise" or novel introduction, the objectives should be clearly communicated to the students. As the "During"

(continued page 3)

2) Please describe your classroom management system.

In an ideal situation, classroom management would be handled because students are intrinsically motivated to learn the material. That, is no doubt, rather rare. But interest is essential for good learning so other means must be employed until motivation becomes more intrinsic.

The use of verbal praise, commendations on the board, stars next to ones ~~name~~, token economies are all ~~methods~~ positive methods of developing interest & motivation. Presenting lesson material clearly enough to be understood in successive steps will positively motivate the learner through each small success. Success can easily lead to an intrinsic appreciation of the material.

On the other end of the spectrum difficult students need to be handled in an hierarchical consistent fashion. Some difficulties can be handled through a clear explanation of student behavior or reevaluation of student's comprehension of the material. A bored or confused student is a shock wave waiting to happen. Keeping "down time" to a minimum or clearly indicating when it is okay to sharpen ones pencil can go a long way to elevating some of these kinds of problems. In order of severity other problems can be handled by proximity, by eye-contact, by putting the student's name on the board, by a private verbal warning, by a stern verbal warning, by the removal of some priviledge, by contacting the student's parent, by turning the student over to the principal.

(continued on page 4)

Joe Bustillos
3/30/92

1) continued

section of the lesson continues, the instructor needs to continually monitor his students general comprehension. Employing Bloom's Taxonomy the teacher should consider the higher levels of understanding and not be satisfied with simply dumping raw data (KNOWLEDGE). COMPREHENSION (putting the new knowledge into one's own words) and APPLICATION (demonstrating a skill based on the new knowledge) are fundamental toward long-range learning. Being able to put the new knowledge in new circumstances (ANALYSIS) or find a personal application (SYNTHESIS) or substantiated opinion about the new knowledge (EVALUATION) will make the new knowledge permanent in the student's understanding.

As with the different modalities so there are several different "practices" to aid in learning. These can be divided between number (large group, small group, one-to-one) and time (regular, frequent, intermittent, --- 1,1,1,4: one day, one week, one month, 4 months). Actually "time" beyond immediately following the lesson becomes an element in the post-instruction follow up. "Practice' can also include teacher or individual student modeling (eg., one student working on a math exercise on the board). The use of questions will increase the possibilities for learning.

I have already mention the "1-1-1-4" time interval which would make up an element of post-instruction. An important aspect to remember is that no new material should be introduced in the take-home practice. Learning is greatly motivated by success & very little success can be had

1) continued

If students are required to teach themselves new material in the homework.

2) continued

One hopes that difficulties can be handled long before parents or principal have to be called in. But the instructor must be consistent & firm.

Again, much in the way of classroom management can be accomplished without "SS" tactics or "breaking" the students. Being able to make that judgement in the fluid environment of the classroom is the teacher's challenge.

Joe Bustillos
3/30/92

Notes

lesson plans

pre-inst.
# of st.
material
time
modes

level 8 comp/diff

Stand
obj.
behavior
R. learn

Anticipatory Set/Readiness

clear obj.
motiv
previous learn - trans.
pre-test

L
words

R
Show

Know
Compr
App
Analysis
Synth
Eval

EDELM 315

FIELDWORK LOG

Name ______________________________ Date __________

School ____________________ District ____________________

Supervising Teacher ____________________ Grade __________

Day's Activities

My Role

Class Mgmt / Discipline: Issues and Resolutions

Reactions

Special Field Assignments, If Any (List only – Provide Separate Written Summary)

	Mon	Tues	Wed	Thurs	Fri		
Date						Total Hrs This Week	Cumulative Total
# Hrs Worked							

CSUF Multiple Subjects Intern Program

California State University at Fullerton offers a 3 semester Intern Credential Program for Multiple Subjects and Multiple Subjects with a Bilingual Emphasis. This is an alternative credential program which enables candidates to complete the final two semesters of their professional preparation while teaching full time and earning full teacher salary and benefits.

Admission

Prospective candidates interested in this option must first apply and be accepted to the regular Multiple Subject Professional Preparation Program in the semester prior to their anticipated enrollment. Since school districts hire interns for an academic year, we recommend that candidates apply by September 30th in order to begin their first semester of the program in the Spring. This enables interns to teach for a school district during the following school year. Admission requirements for this program are detailed in the University catalog and are available in the Credential Preparation Center.

Nearing the completion of this first semester, (the prerequisite to consideration as an intern), candidates may then apply for status as an intern candidate. Admission is contingent on approved employment with a participating district, superior standing in first semester coursework and student teaching, completion of the Bachelor's degree, and recommendations from the student teacher's first semester supervisor, master teacher, and principal.

Following acceptance and employment as an Intern teacher, the remaining two semesters of the program involve coursework, seminars, and paid internship teaching positions. This coursework will include emphasis in Bilingual-Bicultural Education, in addition to the regular content of the program. This emphasis is advantageous for non-bilingual candidates wishing to work with culturally and linguistically diverse elementary students. At the satisfactory completion of this period, the candidate is eligible for a regular Multiple Subject teaching credential.

Timeline Overview

3 semesters-32 units

1 (15 units)	2 (9 units)	3 (8 units)
430A- Foundations (3 units)	429- Indiv. Instruction (2 units)	429-(1 unit)
430B- Curriculum & Methods (1 unit)	430B-(1 unit)	430B-(1 unit)
430C- Field work (2 units)	439A-(5 units)	439A-(5 units)
433 - Reading (3 units)	439B -(1 unit)	439B-(1 unit)
439A- Student Teaching (5 units)		
439B- Seminar (1 unit)		

CSUF
misc notes
& forms

Ana Garza, 773-3411 phone appoi

Logistics, EC 207 1-5 p.m. 773-2756

multi-subject 2 semesters 32 unit

Block / Elementary Blocks
continuity theory → practice -
can be competitive - 60% of qualified apps
full-time program
10 weeks of field work - informal 90 hours

3-4 days a week / on campus

mainstreaming → special ed.
not like own experience

EC 206/207
Forms

660 NTE score - trivial pursuit
[Nancy Zuniga - evaluator re: NTE waiver 4/5

3 faculty recommendations
alternative to faculty recommendation
spelling test -
week - ~~when~~ packet due
bring faculty recommendations & send transcripts

* interviews - w/ faculty. EC 207 773-3204
* extend credential analyst → EC 207

HDCS – Human Development & Community Service
Nancy Benson

(Feb 28 → Fall)

(~~Oct~~ Sept 31 → Spring)

CALIFORNIA STATE UNIVERSITY, FULLERTON

ELEMENTARY EDUCATION APPLICATION PACKET — ADMISSION TO TEACHER EDUCATION, EC 207

This application packet has been designed so that it will serve Fall and Spring application periods; thus, it is important that you indicate program and semester for which you are applying. Your packet for the Multiple Subject Credential Program should be color-coded green.

CHECKLIST

___ /___/ 1. APPLICATION FORM: The Multiple Subject Credential Application Form should be completed and returned to the box on the counter in EC 207 by the following dates: **September 30 for Spring Semesters; February 28 for Fall Semesters.** (Note: Please see below for all items which **must be included** in your application packet.)

___ /___/ 2. UNIVERSITY APPLICATION: If you are not currently a student at CSUF, or if you are CSUF second-semester senior, you will need to obtain the CSUF application from the University Office of Admissions and Records so that you may be admitted to CSUF as as a post-baccalaureate student. (Note: This is critical! If you wait, you'll be denied program admission automatically.)

___ /___/ 3. TRANSCRIPTS: All applicants must provide the Admission to Teacher Education Office with one official copy of transcripts from all institutions attended. The UNIVERSITY OFFICE OF ADMISSION AND RECORDS will also require two official copies of each transcript mailed directly from the institutions attended.

___ /___/ 4. *FACULTY RECOMMENDATIONS: Distribute the Faculty Recommendation Form to two professors in your major and one other professor from whom you have taken coursework outside your major. In the case of diversified commission-approved waiver programs, you may choose to get one from your major core and the other two from other subject areas.

___ /___/ 5. *CHILD/YOUTH EXPERIENCES: Experiences you have had in teaching/working with children/youth should be verified by distributing the Experience Leading/Teaching/Children/Group Classes Form to persons conversant with your work in these areas. Also, include this form with your "Petition to Waive 315" fieldwork if you are waiving 315B.

___ /___/ 6. BILINGUAL EMPHASIS BLOCK: THOSE OF YOU WHO ARE BILINGUAL (Spanish language) will have an opportunity to apply for this specialized part of our Multiple Subject Credential Program each Spring Semester in order to possibly begin work each Fall Semester. If you want to apply for the bilingual emphasis block to work for the bilingual authorization, check the appropriate section on the application. There is a Bilingual Paid Aide Information form to complete if you are working as a paid aide in a bilingual public school classroom.

___ /___/ 7. SPELLING TEST: A spelling examination is required of all Multiple Subject Credential Program applicants. The test dates and sign-up sheet will be located just outside EC 207. There will be several opportunities to take the test during the month of October for Spring Semesters; March for the Fall Semesters. (Sign-up will begin 3rd week in September for Spring Semesters; 3rd week in February for Fall Semesters.)

___ /___/ 8. SPEECH/HEARING TEST: A Speech and Hearing test is required of all applicants to Teacher Education. The fee for this test is $10.00 (cash or check). Appointments may be made directly with the Speech and Hearing Clinic, EC 190B, by calling (714) 871-8290. If you do not get an answer, please call the Department of Speech Communication at (714) 773-3617 for the Clinic's business hours. Due-Date: October 31 for Spring Semesters; March 31 for Fall Semesters.

___ /___/ 9. INTERVIEW: Applicants for the Multiple Subject Credential Program will need to have an interview with an elementary education faculty member. Please come to EC 207 to choose an appointment time or call (714) 773-2756. The appointment book will be on the front table. The interviews will be 10-15 minutes in length. (Sign-ups will begin 2nd week in September for Spring Semesters; 2nd week in February for Fall Semesters.)

___ /___/ 10. CBEST: The California Basic Education Skills Test (CBEST) is now required of all applicants to Teacher Education. In order to have your test scores back in time for the screening committee, you will need to take the test as early as possible. An original "Verification of Passing Transcript" card, one of two you will receive if all sections are passed, should be submitted to the Office of Admission to Teacher Education, EC 207. If you have not passed all three sections by the time you are screened for admittance, you may be asked for your actual scores. Registration bulletins are available in EC 207.

___ /___/ 11. CERTIFICATE OF CLEARANCE: Each applicant must obtain a Certificate of Clearance before being allowed admission to fieldwork and student teaching. This clearance will verify your personal fitness and health qualifications. The application materials, including fingerprint cards and instructions, will be sent to you soon after you have submitted your application form to the Office of Admission to Teacher Education, EC 207. Please make every effort to meet the deadline as it takes 60-90 days for the Commission on Teacher Credentialing and the FBI to process the application and prints.

___ /___/ 12. VERIFICATION OF PASSAGE OF NTE: (General Knowledge Section of Core Battery): If you plan to use the National Teacher Examination to indicate to the Commission on Teacher Credentialing that you have the necessary knowledge of subject matter commonly taught in a self-contained classroom, you must have taken and passed the NTE before official admission into the Multiple Subject Credential Program.

___ /___/ 13. VERIFICATION OF PROGRESS IN OR COMPLETION OF COMMISSION-APPROVED WAIVER PROGRAM: Those of you who are completing or have completed the approved waiver program will use the Verification of Progress/Completion in an Approved Waiver Program form to provide, for admission purposes, whether you have completed the program or will have at least 4/5th of the coursework completed by the date of admission into the Multiple Subject Credential Program.

___ /___/ 14. The following items **MUST BE SUBMITTED** with your application packet:

- Official transcripts (including CSUF)
- Child/Youth Experiences forms
- NTE, official score form (if not sent to CSUF)
- Faculty recommendations or Alternative forms
- CBEST "Verification of Passing Transcript" card (original)
- Autobiography (4-5 pages, must be typewritten)

*Note: Extra forms are available in EC 207 if you wish to submit more than the minimum number of faculty recommendations and/or additional youth experience recommendations.

If you have any questions concerning any of the above items, you may see any of the elementary education faculty members for advisement during their regular office hours each semester. Office hours are available in EC 207 and EC 379.

Revised: 10/8/91

September 30:Due Date
for Spring 19 ___

CALIFORNIA STATE UNIVERSITY, FULLERTON
Admission to Teacher Education

February 28:Due Date
for Fall 19 ____

FACULTY RECOMMENDATION
(Non-Confidential)

NAME: ______________________________ CREDENTIAL OBJECTIVE: ______________________________

SCALE:
- ***5. Outstanding (excellent)***
- ***4. Above Average (very good)***
- ***3. Average (satisfactory)***
- ***2 Needs to Improve***
- ***1. No Opportunity to Judge***

This individual has made application for admission to our Teacher Education Program. Please rate the applicant on the items listed, using the scale at left and cite evidence, when possible, of strengths and weaknesses.

Scholarship and Scholastic Performance / Demonstrates scholastic achievement subject areas for which the applicant is preparing to teach.	Comments:
Skills of Communication / Demonstrates proficiency in reading comprehension, written expression, and speech effectiveness.	Comments:
Breadth of Understanding / Possesses a sound understanding of concepts and knowledge in the following areas: humanities, social science, physical science, mathematics, & fine arts. Demonstrates ability to analyze & solve problems	Comments:
Personality and Character / Demonstrates evidence of leadership qualities or traits, has emotional stability, ability to work with others, initiative, self-confidence, resourse-fulness, and creativity	Comments:

FACULTY MEMBER______________________/______________________DATE__________
(Print Name) Signature

UNIVERSITY______________________DEPARTMENT______________TELEPHONE______________

RETURN TO: Admission to Teacher Education, EC 207, California State University, Fullerton 92634
(We prefer students be given this recommendation in a sealed envelope.)

Revised: 10/7/91

October 15: Due-date
for Spring 19 ___

CALIFORNIA STATE UNIVERSITY, FULLERTON
Admission to Teacher Education

March 15: Due-date
for Fall 19 ___

ALTERNATIVE TO FACULTY RECOMMENDATION
(Non-Confidential)

This form is available for use by persons unable to secure the requisite faculty recommendations (e.g.-those who have been out of an academic environment for many years).

NAME: ______________________ CREDENTIAL OBJECTIVE: ______________________

SCALE:
1. Outstanding (excellent)
2. Above Average (very good)
3. Average (satisfactory)
4. Needs to Improve
5. No Opportunity to Judge

This individual has made application for admission to our Teacher Education Program. Please rate the applicant on the items listed, using the scale at left and cite evidence, when possible, of strengths and weaknesses.

Ability to Learn, Integrate, & Utilize New Information Demonstrates ability to synthesize new subject matter into current body of knowledge, to evaluate its usefulness, and to apply it appropriately. Rating: /__/	Comments:
Skills of Communication Demonstrates proficiency in reading comprehension, written expression, and speech effectiveness. Rating: /__/	Comments:
Breadth of Understanding Possesses a sound understanding of concepts and knowledge required to perform tasks effectively. Demonstrates ability to analyze and solve problems. Rating: /__/	Comments:
Personality and Character Demonstrates evidence of leadership qualities or traits, has emotional stability, ability to work with others, initiative, self-confidence, resourcefulness, and creativity. Rating: /__/	Comments:

EVALUATOR: ______________ / ______________ POSITION/TITLE: ______________
(print name) (signature)

AFFILIATION: ______________ TELEPHONE: ______________ DATE: ______________

RETURN TO: ADMISSION TO TEACHER EDUCATION, EC-207, CALIFORNIA STATE UNIVERSITY, FULLERTON 92634

California State University, Fullerton

PETITION TO THE CHILD DEVELOPMENT DEPARTMENT

This petition, when completed and signed by the student, must be filed with the Child Development Department Office (EC-105). It will be referred to the Chair and you will be informed of the decision.

Name: ______________________________

Address: ______________________________ CSUF ID #______________

______________________________ Phone (____) ______________

DATE:______________ NOTE: Please provide transcripts and course descriptions when appropriate.

I request:

____

____

Reason for this request:

____

____

____

______________________________ ______________________________

Advisor's Signature Student's Signature

PETITION DECISION:

_____ 1. Your petition is granted.

_____ 2. Other. ______________________________

____

_____ 2. Your petition is denied. ______________________________

____

Signature: ______________________________

Chair

California State University, Fullerton
Fullerton, California 92634

Admission to Teacher Education EC-207
(714) 773-2756

Verification of Progress/Completion in Approved Waiver Program

Name ______________________ Student File # ______________

Address ____
number street apt. # city zip code

Date of Degree ______________ Major(s) ________________

University Where Degree Was/Will Be Earned ________________

Semester Applying to Multiple Subject Credential Program:

Fall 19____/Spring 19____

☐ *This is to verify that the above student will have completed at least 4/5 of the Commission-approved Multiple Subject Waiver Program by the beginning of Fall 19____/Spring 19____.

☐ *This is to verify that the above student has completed ____/or will have completed ____ the Commission-approved Multiple Subject Waiver Program in Fall 19____/Spring 19____.

Authorized Signature	Title/Department	Date of Verification

*This information is for Admission to the Multiple Subject Credential Program.

Note: An official waiver approval form available in the Credentials Office will be required before applying for the M.S. Credential.

Revised: 2/3/92

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ATTACHMENT B
Executive Order No. 547

Minimum Scholarship Standard for Admission to Teacher Education Programs
Based on Spring 1986 and Spring 1987 Grade Reports
Effective for Students Seeking Admission for the Winter and Spring Terms 1989-90
and the 1990-91, and 1991-92 Academic Years

HEGIS	DISCIPLINE DIVISIONS	BAK	CHI	D H	FRE	FUL	HAY	HUM	L B	L A	NOR	POM	SAC	S B	S D	Cal	S F	SJ	SLO	SON	STA	SYS
00	Undeclared	2.54	2.42	2.50	2.60	2.25	2.59	2.67	2.47	2.34	2.30	2.22	2.34	2.64	2.23	2.50	2.68	2.41	2.59	2.64	2.75	2.41
01	Agriculture	—	2.47	—	2.61	—	—	2.61	—	—	—	2.62	—	—	—	—	—	—	2.45	—	2.69	2.52
02	Architecture	—	—	—	—	—	—	—	2.74	—	—	2.66	—	—	2.52	—	—	3.01	2.72	—	—	2.69
03	Area Studies	—	2.88	—	—	3.05	—	—	3.10	2.77	—	2.63	—	3.30	2.75	—	3.16	3.07	—	3.32	—	2.97
04	Biological Sciences	2.65	2.67	2.63	2.70	2.54	2.61	2.69	2.53	2.67	2.61	2.61	2.66	2.69	2.44	—	2.66	2.59	2.65	2.74	2.73	2.61
05	Business Management	2.57	2.56	2.52	2.64	2.50	2.68	2.65	2.59	2.47	2.59	2.59	2.67	2.68	2.43	2.69	2.63	2.55	2.90	2.76	2.73	2.58
06	Communications	2.72	2.67	2.62	2.69	2.53	2.62	2.69	2.62	2.62	2.58	2.59	2.71	2.67	2.56	—	2.95	2.68	2.79	2.78	2.67	2.65
07	Information Sciences	2.78	2.59	2.59	2.74	2.69	2.81	2.75	2.65	2.56	2.58	2.67	2.83	2.49	2.54	—	2.67	2.67	2.91	2.72	2.77	2.67
08	Education	2.53	2.54	2.73	2.67	2.63	2.70	2.65	2.65	2.65	2.65	2.68	2.76	2.81	2.48	2.32	2.75	2.63	2.57	2.54	2.68	2.62
09	Engineering	—	2.44	—	2.63	2.40	—	2.77	2.50	2.45	2.56	2.60	2.65	—	2.41	—	2.50	2.62	2.69	—	—	2.56
10	Fine & Applied Arts	2.96	2.92	2.94	2.93	2.89	3.19	3.10	2.83	2.93	2.75	2.75	3.04	2.82	2.60	—	3.02	2.94	2.67	3.08	3.14	2.87
11	Foreign Languages	2.89	2.83	2.88	3.11	2.78	3.09	3.15	2.88	2.57	2.78	—	2.97	2.95	2.75	2.85	3.11	2.93	—	3.23	3.38	2.91
12	Health Professions	2.77	2.94	2.75	3.07	3.00	2.84	2.81	3.00	2.73	2.75	—	3.10	3.07	2.75	2.53	3.00	2.85	—	3.28	3.50	2.91
13	Home Economics	—	2.52	—	2.63	—	—	3.02	2.75	2.68	2.52	2.78	2.70	2.90	2.44	—	2.83	2.66	2.74	—	—	2.68
15	Letters	3.01	2.75	3.00	2.94	2.86	3.01	3.06	2.82	2.72	2.67	2.84	3.01	3.06	2.59	2.82	3.05	2.86	2.68	3.18	3.12	2.83
17	Mathematics	2.63	2.59	2.72	2.75	2.56	2.77	2.93	2.63	2.56	2.47	2.51	2.69	2.66	2.36	—	2.76	2.66	2.65	2.88	2.79	2.61
19	Physical Sciences	2.74	2.53	2.75	2.72	2.54	2.76	2.72	2.68	2.76	2.51	2.55	2.57	2.61	2.39	—	2.69	2.58	2.60	2.74	2.73	2.60
20	Psychology	2.76	2.63	2.77	2.77	2.74	2.88	2.93	2.76	2.61	2.69	2.72	2.80	2.90	2.53	2.71	2.99	2.84	—	3.19	3.07	2.76
21	Public Affairs	2.68	2.59	2.66	2,66	2.60	2.61	2.94	2.74	2.51	2.77	2.71	2.62	2.58	2.43	2.67	2.85	2.54	2.59	2.76	2.50	2.60
22	Social Sciences	2.71	2.69	2.72	2.70	2.67	2.76	2.85	2.60	2.51	2.49	2.64	2.76	2.85	2.50	2,73	2.87	2.76	2.65	3.00	2.91	2.67
49	Interdisciplinary	2.77	2.73	2.62	2.89	2.68	2.94	2.93	2.76	2.78	2.70	2.72	2.86	2.86	2.54	2.62	3.00	2.81	2.83	3.03	3.14	2.80
	Totals All Programs	2.68	2.59	2.62	2.73	2.58	2.75	2.77	2.65	2.54	2.56	2.61	2.70	2.76	2.46	2.68	2.79	2.65	2.67	2.91	2.89	2.64

SCHOLARSHIP

A. The median grade point by CSU campus or system shall determine the "upper one-half" and establish the minimum scholarship requirement as follows:

1. For applicants who have earned a bachelor's degree at a CSU campus, the median grade point of the discipline division at the CSU degree-granting campus shall determine the minimum scholarship requirement.

2. For applicants who have transferred from a CSU campus and have not completed thirty (30) semester units or forty-five (45) quarter units at the campus at which admission is sought, the median grade point of the discipline division at the campus from which they transferred shall determine the minimum scholarship requirement.

3. For applicants who have earned a bachelor's degree at a non-CSU campus, the median grade point of the discipline division for the CSU system shall determine the minimum scholarship requirement.

4. For applicants who have transferred from a non-CSU campus and have not completed thirty (30) semester units or forty-five (45) quarter units at the campus at which admission is sought, the median grade point of the discipline division for the CSU system shall determine the minimum scholarship requirement.

5. For applicants who have completed thirty (30) semester units or forty-five (45) quarter units or more at the campus at which admission is sought, the median grade point of the discipline division at the campus at which admission is sought shall determine the minimum scholarship requirement.

6. For applicants who earned a bachelor's degree more than ten years prior to the admission date sought, the campus may waive the current minimum scholarship requirement upon determination by the campus that an applicant has 1) academic ability equivalent to the current standard; 2) met the subject matter competency requirement pursuant to V., Conditions for Admission to Student Teaching and, 3) met all other admissions requirements.

B. In all categories of applicants listed above, the applicant's grade point average shall be cumulative, based on all undergraduate grades. The campus may adopt a policy to include earned graduate and post-baccalaureate grades.

C. Discipline divisions are groupings developed by the National Center for Educational Statistics and published in A TAXONOMY OF INSTRUCTIONAL PROGRAMS IN HIGHER EDUCATION (U.S. Government Printing Office, 1970). The discipline division is determined by the first two digits of the HEGIS major code. (Example: a physics major is coded 19021 and is evaluated in comparison to all students in majors coded 19XXX: astronomy, chemical physics, chemistry, criminalistics, earth science, geology, meteorology, oceanography, physical sciences, and physics.)

D. A candidate's discipline division is determined by the discipline division of the candidate's undergraduate major, regardless of credential objective. Campuses may refer to the annual report, STUDENT ENROLLMENT IN DEGREE PROGRAMS, or A TAXONOMY OF INSTRUCTIONAL PROGRAMS IN HIGHER EDUCATION. A list of current CSU majors in alphabetical order which may be helpful in ascertaining the appropriate discipline division for a candidate's undergrade major is available in EC 207.

When an applicant's undergraduate major falls in a discipline for which there is no median grade point or discipline listed, the campus should review the applicant's transcript and apply the scholarship standard of the most comparable discipline division or the campus median grade point average.

F. The median grade point by discipline division for each campus and for the CSU system shall be established for three-year cycles by the Chancellor's Office based on data provided by the campuses.

LAKELAND
ELEMENTARY SCHOOL

Mr. Joe Bustillos

is awarded this certificate in recognition of

OUTSTANDING
VOLUNTEER WORK

during the entire 1991 – 1992 school year.

Paul W. [illegible]
TEACHER

Thomas K. Noesen
PRINCIPAL

CAREER DEVELOPMENT CENTER

EDUCATIONAL PLACEMENT SERVICES OFFICE

Langsdorf Hall 208 • California State University, Fullerton • (714) 773-3121

SALARY SURVEY
ORANGE COUNTY SCHOOL DISTRICTS ONLY

This survey covers Elementary School Districts, Unified School Districts, and Union High School Districts within Orange County.

District (Elementary)	*Minimum	**Maximum	
Anaheim City School District ✓	$ 26,935	$ 51,446	(90/91)
Buena Park School District ✓	23,449	53,127	
Centralia School District	23,799	46,384	(90/91)
Cypress School District	24,467	48,995	
Fountain Valley School District	23,586	47,211	
Fullerton School District	25,333	50,487	
Huntington Beach City School District	25,945	52,653	
La Habra School District	26,413	49,524	
Magnolia School District	23,412	51,043	(90/91)
Ocean View School District	21,811	50,843	(90/91)
Savanna School District	23,811	50,915	(90/91)
Westminister School District ✓	22,380	52,594	(90/91)

High School Districts

Anaheim Union	$ 24,829	$ 46,680	
Fullerton Joint Union	23,654	51,574	
Huntington Beach Union	25,956	52,593	(90/91)

Unified School Districts

Brea-Olinda	$ 21,111	48,722	(90/91)
Capistrano ✓	27,710	54,114	
Garden Grove	27,235	53,202	
Irvine - N/A	23,372	56,419	
Laguna Beach	23,539	52,176	
Los Alamitos	26,741	57,073	
Newport-Mesa	26,161	52,816	
Orange ✓	23,510	47,870	
Placentia-Yorba Linda	24,882	56,194	
Saddleback Valley ✓	21,481	55,467	
Santa Ana ✓	26,969	55,325	
Tustin	24,627	50,920	(90/91)

* BA + teaching credential

** BA + 60 or more + MA + Longevity (Saddleback Valley/ + Ph.D., Tustin/ + Ph.D., Laguna Beach/ + 12 professional growth)

10/91

Average Starting Salary - **$ 24,560**

489-7000

SUGGESTIONS FOR INTRODUCTORY FIELD EXPERIENCE

During the course of the field experience, the student should experience a variety of areas in the educational process. The following are some suggestions for areas of observation or participation.

1. Observe all levels of the teaching experience in planning, implementing, and evaluating
2. Aid the classroom teacher in teaching a lesson
3. Participate in small groups with the students
4. Participate in one-on-one tutoring
5. Work with the learning environment - such as learning centers, bulletin boards, instructional materials, audio-visual equipment, etc.
6. Observe a teacher interacting with a parent, fellow teacher, student, or administrator in a problem solving situation
7. Work in the playground area (assist with recess supervision, etc.)
8. Be exposed to teacher reports, grading, assessments, and evaluation procedures
9. Observe and aid in all areas of content learning: math, science, art, language arts, music, social science, physical education, reading
10. Observe and discuss different learning strategies and classroom procedures
11. Be exposed to students with differing abilities and differing cultural backgrounds
12. Read a story to a group
13. Accompany a small group to the library
14. Play an instructional game with a group

...and other appropriate experiences

A LOOK AT ...

CULTURAL DIVERSITY IN CALIFORNIA

AMERICA 2000, A NATIONAL STRATEGY

Who Is In the Classroom?

A look at California's K-12 public school enrollment in 1990:

Ethnic Group	% in California	Total K-12 Enrollment
White	45.6	2,259,317
Hispanic	34.3	1,702,363
African American	8.6	426,356
Asian American	7.8	387,734
Filipino	2.2	109,650
American Indian/ Alaskan Native	0.8	38,112
Pacific Islander	0.5	26,942
Total Students		**4,950,474**
Total Students of Color	**54.4**	**2,691,157**

...And What Languages Do They Speak?

20%

LEP

Primary languages among Limited English-Proficient Students in California public schools in 1990:

1. Spanish	76.0%	
2. Vietnamese	4.0	
3. Cantonese	2.5	
4. Cambodian	2.2	
5. Hmong	2.1	(106% increase between 1986 and 1990)
6. Filipino	1.9	
7. Korean	1.6	
8. Lao	1.4	
9. Armenian	1.0	(274% increase between 1986 and 1990)
10. Mandarin	0.8	
11. Japanese	0.6	
12. Farsi	0.6	
13. Portuguese	0.3	
14. Arabic	0.3	
15. All others	4.5	

Total number of LEP students in CA: **861,531**

[Source: CA Department of Education]

The "Minority" No Longer

In these California counties, students of color make up a majority in the schools.

County	% of Students of Color	Total Number of Students
1. San Francisco	86.0	62,236
2. Imperial	82.4	29,019
3. Los Angeles	75.1	1,406,718
4. Fresno	62.6	152,308
5. Monterey	62.1	60,635
6. San Benito	58.7	7,505
7. Alameda	57.4	184,241
8. Tulare	56.3	73,524
9. Merced	56.2	42,359
10. Santa Clara	55.3	226,748
11. Kings	54.2	21,049
12. San Joaquin	51.8	94,795

[Source: CA Department of Education]

America 2000

- President Bush long term national strategy
- Anticipates major change in our 110,000 public and private schools
- Private sector as a vital partner
- "Re-engineering" of schools restructure
- By 1996, 535 schools, 1 million dollars each, one in every congressional district

onsite — restructuring

America 2000 Goals
to be reached by the year 2000

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. Students will leave grades four, eight, and twelve with demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.